DOCUMENT RESUME

ED 066 823 EA 004 543

AUTHOR Splawn, Robert E.
TITLE A Study of Boards of Education in Texas -- the Makeup of Boards and the Perceptions of Board Members. Studies in Education XI.
INSTITUTION West Texas State Univ., Canyon.
PUB DATE May 72
NOTE 83p.
AVAILABLE FROM Studies in Education, Box 34, West Texas State University Station, Canyon, Texas 79015 (Free)

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS Administrator Responsibility; *Administrator Role; Board of Education Role; *Boards of Education; Educational Research; *Principals; *Role Perception; *School Superintendents; School Surveys; Statistical Studies; Superintendent Role

ABSTRACT

This study is based on the results of a background questionnaire and a perception inventory administered to a stratified random sample of Texas boards of education members in independent school districts having grades K-12. The study attempted to determine (1) the status of Texas school boards, (2) the role of the board and the roles of the superintendent and the high school principal, and (3) to what extent Texas board members' role perceptions agree with the various roles as portrayed in educational literature. The study also attempted to determine the effect the following factors have upon board members' perceptions of the various roles: Size and type of school district served, age, sex, race, income, number of years served on a board, education, and having or not having children in school. Ten hypotheses relating to these perceptions were tested. Findings indicate that there was no statistically significant dependency among size and type of school district served, the number of years served on the board, having or not having children in school, and the occupation of a board member on his perceptions of the role of the board and that of the high school principal. The findings also indicate that there is a significant dependency between the educational level of a school board member and the way he perceives the role of the board and those of the superintendent and the high school principal. (Author)

ED 066823

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

STUDIES IN EDUCATION

An annual publication of the

COLLEGE OF EDUCATION

Emmitt D. Smith, Dean
West Texas State University
Canyon, Texas

W. M. (Fred) Stoker and Robert E. Splawn, Editors

Editorial Committee

Allene Stovall, Physical Education
George S. Wanamaker, Physical Education
Ronnie Waide, Secondary Education
Mario Coleman, Industrial Education

Published by

West Texas State University
Canyon, Texas

Volume XI - May, 1972

EA 004 543

THE EDITOR'S PAGE

Volume XI of STUDIES IN EDUCATION is a report of a state-wide research study made by Robert E. Splawn, Professor of Education, West Texas State University. Dr. Splawn did a regional study on the same subject in order to gather data for a basis for this state-wide study. This study was reported in Volume VIII, *Studies in Education,* May, 1969.

Dr. Splawn, has served as superintendent of schools in Oklahoma, has taught school administration for six years and has worked with many local boards of education on a consultant basis. He is deeply concerned about school board-administrator relationships and hopes that research in this area might contribute to better working relationships between boards and administrators.

ABOUT OUR COVER

Our cover is the product of a machine which uses the forces of physics in making designs. This machine was invented and built by Burl Brim, Jr., a former student at Rex Reeves Elementary School in Canyon, Texas.

A STUDY OF BOARDS OF EDUCATION IN TEXAS– THE MAKEUP OF BOARDS AND THE PERCEPTIONS OF BOARD MEMBERS

by
Robert E. Splawn

West Texas State University
Canyon, Texas
May, 1972

3

ACKNOWLEDGEMENTS

This study has been made possible by a large number of people. The author is first of all grateful to the members of boards of education who took the time and effort to participate.

Kenneth M. Laycock, Vice-President of West Texas State University, provided inspiration and facilitites for the inception and completion of the study.

Mr. Cecil Rusk, Executive Director of The Texas Association of School Boards, and Dr. Richard Hooker, Associate Director of the Texas Association of School Boards, provided valuable assistance.

Frank Landrum, West Texas State University, bore the responsibility of preparing the computer program and of assisting in the statistical analysis of the data.

Nancy Evans was the competent typist and clerk for the study.

Robert E. Splawn

TABLE OF CONTENTS

CHAPTER		PAGE
I.	INTRODUCTION	1
	Background and Need	1
	Purpose of the Study	1
	The Problem	2
	Delimitation of the Problem	3
	Hypotheses	3
	Research Design and Procedure	4
	Part I of Study	4
	Part II of the Study	5
	Perception Inventory	7
	Treatment of Data	8
	Simple Correlation	8
	Partial Correlation	8
II.	CHARACTERISTICS OF MEMBERS OF BOARDS OF EDUCATION OF TEXAS INDEPENDENT SCHOOL DISTRICTS	12
	School District Enrollment	12
	Classification of School Districts	13
	Number of Years Served on a Board of Education	13
	Sex of Board Members	14
	Race of Board Members	14
	Age of Board Members	14
	Number of Children Enrolled in School	15
	Educational Level of Board Members	15
	Annual Income of Board Members	16
	Occupations of Board Members	16
	Reasons for Accepting Appointment or for Seeking Election to a Board of Education	17
	Things Board Members Considered Wrong with the School System Before They Became a Board Member	17
	Method of Acquiring Original Position on a Board of Education	18
	Membership in Texas Association of School Boards	18
	Civic Club and Church Membership	19
	Number of Superintendents and High School Principals During a Board Member's Tenure	19
	Orientation of School Board Members	19
	Attendance of Board Members to Regional, State and National Meetings	20
	The Board and the Selection of the Superintendent and the High School Principal	22
	Women on the Board of Education	27
	Length of Term for Board Members	27
	Qualifications for Board Membership	27
	Membership in Texas Association for School Boards	27
	Summary	28

5

III. BOARD MEMBERS' PERCEPTIONS OF THE ROLE OF THE BOARD OF EDUCATION AND THE ROLES OF THE SUPERINTENDENT AND THE HIGH SCHOOL PRINCIPAL 29
Perceptions of the Primary Responsibility of the Board Member 29
Board Members' Perception of When a Person Is Actually a Board Member 30
Board Members' Perceptions of How to Handle Complaints of Patrons 30
Board Members' Perceptions of the Most Important Role of the Superintendent 31
Board Members' Perceptions of the Role of the Board, the Role of the Superintendent and the Role of the High School Principal in the Formulation and Change of Board Policies 32
Board Members' Perceptions of the Boards' Role and the Superintendent's Role in Executive Decisions 33
Board Members' Perceptions of the Role of the Board and the Role of the Superintendent and the High School Principal in the Selection and Dismissal of Personnel 34
Board Members' Perceptions of the Role of the Board, the Superintendent and the High School Principal in Public Relations 35
Board Members' Perceptions of the Role of the Board, the Superintendent and the High School Principal in Plant Maintenance and Operation 37
Board Members' Perceptions of the Role of the Board and the Role of the Superintendent in School Finance and Business Management 38
Board Members' Perceptions of Supervision and the Role of the Superintendent and the High School Principal in the Supervision of School Personnel 40
Board Members' Perceptions of Discipline and the Role of the Superintendent and the High School Principal in School Discipline 41
Board Members' Perceptions of the Role of the Superintendent and the High School Principal in the Improvement of Curriculum 43
Board Members' Perceptions of the Role of the Superintendent in Informing the Board 43
Board Members' Perceptions of the Role of the Board and the Role of the Superintendent in the Success or Failure of the School System 44
Board Members' Perceptions of the Chief Responsibility of the High School Principal 44
Summary 45

IV. PRESENTATION AND ANALYSIS OF DATA ON EFFECT OF VARIOUS VARIABLES ON BOARD MEMBERS' PERCEPTIONS OF THE ROLE OF THE BOARD AND THE ROLE OF THE SUPERINTENDENT AND THE HIGH SCHOOL PRINCIPAL
Simple and Partial Correlation 46
The Effect of School District Size on Perceptions 46
The Effect of Type of District Served on Perceptions 46
The Effect of the Number of Years Served on a Board of Education 46
The Effect of the Sex of Board Members on Perceptions 47
The Effect of the Race of Board Members Upon Perceptions 47
The Effect of Age Upon Board Members' Perceptions 47
The Effect of Having or Not Having Children in School Upon Perceptions 47
The Effect of Board Members' Educational Level Upon Perceptions 47
The Effect of the Board Members' Income Upon Perceptions 48
The Effect of a Board Members' Occupation Upon His Perceptions 48
Summary 48
V. SUMMARY, IMPLICATIONS, AND RECOMMENDATIONS FOR OTHER STUDIES 49
Summary 50
Implications 50
Board Membership 55
Orientation of Board Members 55
Board Members' Perceptions of Qualities Necessary to Make a Good Superintendent or High School Principal 55
The Board as an Administrative Body 56
Board Members' Understanding of Roles and Its Implications for Administrators 85
Recommendations 85
BIBLIOGRAPHY 86
APPENDIX 87

LIST OF TABLES

TABLE PAGE
I. List of Schools 9
II. School Enrollment 13
III. Type of School District 13
IV. Years Served on Board 13

7

V. Race of Board Members 14
VI. Age of Board Members 14
VII. Number of Children 15
VIII. Educational Level 15
IX. College Major 16
X. Annual Income 16
XI. Occupation of Board Members 17
XII. Reasons For Accepting Appointment or Seeking Election to a Board of Education 17
XIII. Things Wrong With School Before Individual Became a Board Member 18
XIV. Method of Acquiring Original Position on a Board of Education 18
XV. Number of Superintendents During a Board Member's Tenure 19
XVI. Number of High School Principals During a Board Member's Tenure 19
XVII. Type of Original Orientation 20
XVIII. Who Should be Responsible For Orienting Board Members 20
XIX. Attendance at Annual TASB-TASA Conferences 21
XX. Attendance at Regional Schoolboard Workshop 21
XXI. Attendance at Annual Convention of National School Board Association 21
XXII. Attendance at Annual AASA Convention 21
XXIII. Best Method of Finding Applicants For the Superintendency 22
XXIV. Women Applicants For the Superintendency 23
XXV. Qualifying Experience For Superintendency 23
XXVI. Qualities an Individual Should Possess in order to Make a Good Superintendent 25
XXVII. Qualities a Person Should Possess in Order to Make a Good High School Principal 26
XXVIII. Qualifications For Board Membership 27
XXIX. Reasons For Not Belonging to the Texas Association of School Boards 27
XXX. Composite of Board Members' Perceptions of the Primary Responsibility of the Board of Education 30
XXXI. Composite of Board Members' Perceptions of When a Person Actually is a Board Member 30
XXXII. Composite of Board Members' Perceptions of How Board Members Should Respond to Patrons' Complaints 31
XXXIII. Composite of Board Members' Perceptions of the Superintendent's Most Important Role 32
XXXIV. Composite of Board Members' Perceptions of the Role of the Board, the Superintendent and the High School Principal in the Formulation and Change of School Board Policies 33
XXXV. Composite of Board Members' Perceptions of the

Boards' Role and the Superintendent's role in Decision Making ---- 34
XXXVI. Composite of Board Members' Perceptions of the Role of the Board, the Superintendent and the High School Principal in the Selection and Dismissal of Personnel ---- 35
XXXVII. Composite of Board Members' Perceptions of the Role of the Board, the Superintendent and the High School Principal in Public Relations ---- 37
XXXVIII. Composite of Board Members' Perceptions of the Role of the Board, the Superintendent and the High School Principal in School Plant Operation and Maintenance ---- 38
XXXIX. Composite of Board Members' Perception of the Role of the Board, and the Role of the Superintendent in School Finance and Business Management ---- 40
XL. Composite of Board Members' Perceptions of Supervision and the Role of the Superintendent and the High School Principal in the Supervision of Personnel ---- 42
XLI. Composite of Board Members' Perceptions of Discipline and Role of the Superintendent and the High School Principal in School Discipline ---- 42
XLII. Composite of Board Members' Perceptions of the Role of the Superintendent and the High School Principal in the Improvement of Curriculum ---- 43
XLIII. Composite of Board Members' Perceptions of the Role of the Superintendent in Informing The Board ---- 44
XLIV. Composite of Board Members' Perceptions of the Role of the Board and the Role of the Superintendent in the Success or Failure of the School System ---- 44
XLV. Composite of Board Members' Perceptions of the Chief Responsibility of the High School Principal ---- 45

A STUDY OF BOARDS OF EDUCATIONS IN TEXAS – THE MAKEUP OF BOARDS AND THE PERCEPTIONS OF BOARD MEMBERS

CHAPTER I

INTRODUCTION

Background and Need

No one group of individuals has a more direct effect upon public school education in the United States than the local board of education. This body ultimately determines the course of education from the smallest rural school to the largest metropolitan school.

There has grown a vast body of literature written mostly by professional educators which spells out the roles and functions of boards of education. This literature also details the relationships which should exist between administrators and board members as well as the roles of the school administrators. There seems to be, however, considerable discrepancy between the role of the board of education and the role of the administrator as portrayed in literature and what is actually practiced by members of boards of education. This leads one to consider whether or not board members accept what literature sets forth.

A review of the literature reveals there have been no studies which reveal how members of boards of education perceive their role and the role of the superintendent and the high school principal. The information which could be obtained from such a study is needed if everyone involved in public schools is to be able to work together towards the common goal of improving educational offerings for public school students.

Purpose of the Study

The purpose of this study was twofold in nature.

a. to determine what the members of boards of education in Texas perceive their role to be and what they perceive the role of the superintendent and the high school principal to be.
b. to determine how well the perceptions of these roles held by members of boards of education in Texas correspond to the roles set forth in educational literature.

The results of this study should be of value to boards of education, to superintendents, to high school principals and to colleges and universities who prepare school administrators in providing for a better working relationship between boards of education and school administrators.

The Problem

The problem of this study was to determine what the members of Texas public school boards of education perceive to be the role of the board of education and the role of the superintendent and the high school principal and to determine whether these perceptions agree with the roles as portrayed in educational literature.

This problem also involved finding answers to the following questions:

A. Does the size of the school district affect the way board members perceive the various roles?
B. Does the number of years an individual has served on a board affect the way he perceives the various roles?
C. Does the educational level of the board member affect the way he perceives the various roles?
D. Does the income level of the board member affect the way he perceives the various roles?
E. Does the occupation of a board member affect the way he perceives the various roles?
F. Does the sex of the board member affect the way he perceives the various roles?
G. Does the race of the board member affect the way he perceives the various roles?
H. Does the fact that a board member has or does not have children in school affect the way he perceives the various roles?
I. Does the type of district served affect the way a board member perceives the various roles?
J. Does the age of a school board member affect the way he perceives the various roles?

Answers were also obtained for the following questions. The responses to these questions did not lend themselves to statistical analysis and are, therefore, reported in percentages.

A. Do board members belong to civic clubs?
B. Do board members belong to churches?
C. Why do individuals accept appointment or seek election to boards of education?
D. What do individuals who are appointed or elected to boards of education consider to be wrong with the schools before they become board members?
E. Do new board members feel they are given adequate orientation as to their duties and responsibilities?
F. What does a new board member's orientation consist of?
G. Who do board members feel should be responsible for orientation of new board members?
H. With what regularity do board members attend meetings of the Texas Association of School Boards, the National School Board Association, or the AASA annual convention?
I. What qualities do board members feel that a person should possess in order to make a good superintendent or high school principal?

J. What do board members consider to be the best method of finding applicants for the superintendency or the high school principalship?
K. Would board members consider a woman applicant for the superintendency?
L. What do board members consider the best type of preparation for the superintendency to be?
M. Do board members feel that the length of the term of office for board members should be extended?
N. What do board members feel that qualifications for board membership should be?
O. Why do boards of education not belong to the Texas Association of School Boards?
P. What is the median tenure of board members, superintendents and high school principals?

Delimitation of the Problem

This study has been limited to independent school districts in Texas which operate a school for grades one through twelve or kindergarten through grade twelve.

Hypotheses

In order to find answers to the questions of whether or not board members' perceptions of the role of the board and the roles of the superintendent and the high school principal were affected by such factors as school districts size, experience, educational level, income, occupation, sex, race, children in school, and type of district on the following null hypotheses were tested:

H-O-1 There is no statistically significant dependency between the size of a school district which a board member serves and the board member's perceptions of the role of the board and the roles of the superintendent and the high school principal.

H-O-2 There is no statistically significant dependency between the type of school district served by the board member and the board member's perception of the role of the board and the roles of the superintendent and the high school principal.

H-O-3 There is no statistically significant dependency between the number of years a person has served on a board of education and the board member's perceptions of the role of the board and the roles of the superintendent and the high school principal.

H-O-4 There is no statistically significant dependency between the sex of a board member and the board member's perceptions of the role of the board and the roles of the superintendent and the high school principal.

H-O-5 There is no statistically significant dependency between the race of a board member and the board member's perceptions of

the role of the board and the roles of the superintendent and the high school principal.

H-O-6 There is no statistically significant dependency between the age of a board member and the board member's perceptions of the role of the board and the roles of the superintendent and the high school principal.

H-O-7 There is no statistically significant dependency between whether a board member has or does not have children in school and the board member's perceptions of the role of the board and the roles of the superintendent and the high school principal.

H-O-8 There is no statistically significant dependency between the education level of a board member and the board member's perception of the role of the board and the roles of the superintendent and the high school principal.

H-O-9 There is no statistically significant dependency between the income level of a board member and the board member's perceptions of the role of the board and the roles of the superintendent and the high school principal.

H-O-10 There is no statistically significant dependency between the occupation of a board member and the board member's perception of the role of the board and the roles of the superintendent and the high school principal.

Method of Research

Research Design and Procedure

This study was conducted in two parts. Part I consisted of an interview study of selected boards of education members to gather data to be used in constructing Part II. Part II was a Perception Inventory.

Part I of Study

There are sixty-two school districts in TSTA District XVI having grades one through twelve or kindergarten through twelve. Fifty of these districts were randomly selected. Names of all the board members in each of these districts were then obtained from each superintendent, and one member from each board was then randomly selected to participate. Thirty-four members of the fifty selected actually partitcipated.

The data for Part I were collected by means of tape recorded interviews. The information on the tape was transcribed, analyzed and the results tabulated. These interviews were begun in November 1967 and were completed in June 1968. Analysis of the data was completed in January 1969. Each interview was conducted by the author and the average interview lasted forty-five minutes. Each interviewee was asked the same questions. This study was reported in

Studies In Education, Volume VII, May 1969, West Texas State University.

Part II of the Study

There are slightly less than 1000 independent school districts in Texas having either kindergarten through grade twelve or grades one through twelve. This represents approximately 7000 board members.

In order to stratify the sample as well as to determine whether the size of the school district served by a board member affected the board member's perceptions of the role of the board and the roles of the superintendent and the high school principal the independent school districts were divided into seven groups. The enrollment figures for grouping were taken from the *Texas Public School Directory* for 1968-69. Group A included those districts with an enrollment of 250 or less; Group B included those districts with an enrollment of 251 to 500; Group C included districts with an enrollment of 501 to 750; Group D included the districts with an enrollment of 751 to 1000; Group E comprised those districts with an enrollment of 1001 to 2000; Group F included districts with an enrollment of 2001 to 5000; Group G included those districts with an enrollment of 5000 or more. The schools in each group are presented in Table I. Table II presents the number and percentage of board members in each category.

All the independent school districts falling in each group were listed and the percentage of the total for each group was computed. Then 400 school districts were randomly selected, the number from each group being determined by the percentage of the total. After the school districts were selected, the names of the districts were sent to the Texas Association of School Boards. This organization identified the schools which were members of the Association. The author then secured a list of board members from the superintendents of the school districts which were not members of the Texas Association of School Boards. One board member was then randomly selected and sent a Perception Inventory. The Texas Association of School Boards randomly selected one board member from each of the selected districts whose boards were members of the Association of School Boards. They then sent the selected board member a Perception Inventory, which was forwarded to the author after it was completed.

To determine whether or not the type of school district served by a board member affects the board member's perceptions of the role of the board and the role of the superintendent and the high school principal the districts were divided into three categories: mostly agricultural and rural, mostly urban and about evenly distributed between urban and rural. The number in each category is found in Chapter II, Table III.

To determine whether or not the number of years served on a board of education affects the board member's perceptions of the role of the board and the roles of the superintendent and the high school principal, each respondent was asked to indicate his years

of service according to the following categories: 1 year, 2, 3, 4, 5, 6-8, 9-11, 12-14, 15-17, 18-20, 21 or more. The number in each category is found in Chapter II, Table IV.

To determine whether or not the sex of a board member affects the board member's perceptions of the role of the board and the roles of the superintendent and the high school principal, each respondent was asked to identify his sex.

To determine whether or not race affects the board member's perception of the role of the board and the roles of the superintendent and the high school principal each respondent was asked to indicate his race. Table V, Chapter II presents these data.

To determine whether or not age affects the board member's perceptions of the role of the board and the roles of the superintendent and the high school principal each respondent was asked to indicate his age according to the following categories: 26-30, 31-35, 36-40, 41-45, 46-50, 51-55, 58-60, 61 and over. Table VI, Chapter II presents these data.

To determine whether or not having children or not having children in school affects the board member's perceptions of the role of the board and the roles of the superintendent and the high school principal each respondent was asked to indicate the number of children he had according to these categories: 0, 1, 2, 3, 4, 5, 6 or more. Table VII, Chapter II presents these data.

To determine whether or not the educational level of a board member affects the board member's perceptions of the role of the board and the roles of the superintendent and the high school principal, each person was asked to respond to one of the following categories: other, 7 years or less, 8 to 11 years, high school diploma, some college - no degree, Bachelor's Degree only, Master's Degree, earned Doctorate. These data are found in Table VIII, Chapter II.

To determine whether the annual income level of a board member affects the board member's perceptions of the role of the board and the roles of the superintendent and the high school principal each respondent was asked to indicate one of the following categories: $5000 or less, $5001 to $7000, $7001 to $9000, $9001 to $11,000, $11,001 to $13,000, $13.001 to $15,000, more than $15,000. These data are given in Table X, Chapter II.

To determine whether or not the occupation of a board member affects the way the board member percieves the role of the board and the roles of the superintendent and the high school principal each respondent was asked to indicate which of the following occupations was his: ranching, farming, salesman, doctor, lawyer, engineer, federal employee, business owner, housewife, laborer, carpenter, employed in business or industry, other. Data for these are given in Table XI, Chapter II.

Perception Inventory

The Perception Inventory was devised from statements made by the boards of education members included in the interview study. The Perception Inventory contains also statements concerning the role of the board and the roles of the superintendent and the high school principal as revealed in professional literature. There were 144 statements in the Perception Inventory, a copy of which is included in the Appendix. The Inventory included a horizontal scale on which the respondent indicated whether he (a) strongly agree, (b) agree, (c) don't know, (d) disagree, or (e) strongly disagree with each statement. Statements 1 through 10 concern the chief responsibility of the board of education. Statements 11 through 13 concern when a person is a board member. Statements 14 through 20 concern the handling of complaints. Statement 21 deals with the board-superintendent relationship. Statements 22 through 32 deal with the chief role of the superintendent. Statements 33 through 36 concern school board policies. Statements 37 through 39 concern the superintendent and decision making. Statements 40 through 49 deal with the superintendent and board's role in personnel. Statements 50 through 56 concern public relations. Statements 57 through 60 deal with plant maintenance and operation. Statements 61 through 75 deal with finance. Statements 76 through 85 concern personnel supervision. Statements 86 through 93 deal with discipline. Statements 94 and 95 concern the Superintendent's role in curriculm planning and improvement. Statements 96 and 97 concern the superintendent's role in informing the board. Statements 98 through 100 deal with responsibility for the success or failure of the school. Statement 101 compares the duties and responsibilities of the superintendent and the high school principal. Statement 102 deals with the high school principal's role in policy making. Statements 103 through 110 concern the principal role of the high school principal. Statements 111 through 115 deal with the high school principal's role in the selection and dismissal of personnel. Statements 116 through 123 and 143 concern the high school principal and personnel supervision. Statements 125 through 128 pertain to teacher involvement. Statements 129 and 130 deal with board members' attitudes toward professional meetings. Statement 131 through 135 deal with the high school principal's role in public relations. Statements 136 through 138 concern the high school principal's role in plant operation and maintenance. Statements 139 through 142 concern the high school principal's role in the improvement of curriculum and instruction. Statement 144 refers to the board's attitude toward delegation of authority.

The Perception Inventory items were pretested and certain changes made prior to mailing to the study participants. The Inventory and the accompanying Questionnaire are presented in the Appendix.

The Perception Inventories were mailed in January 1970. Follow-up cards to those not responding were sent in early February 1970. Two hundred and thrity-eight, or 59.5 percent of those receiving the Inventory, returned it.

Treatment of Data

To ascertain relationships existing between the socio-economic characteristics of board members and their response to perception questions, correlation analysis was used. Answers to the following general and background questions were given numeric codes: size of school district, type of school district, number of years a person has served on a board of education, the sex of a board member, the race of the board member, the age of the board member, the fact that board members do not have children in school, the educational level of a board member, the income of the board member, the occupation of the board member. Answers to the 144 perception questions were given the ordinal (ranking) measurement scale shown below:

Strongly Agree	*Agree*	*Don't Know*	*Disagree*	*Strongly Disagree*
5	4	3	2	1

Simple Correlation. The relationship existing between a dependent variable and one independent variable can be obtained by computing the coefficient of correlation. Simple correlation coefficients were calculated. The independent variable was the general and background responses and the dependent variable was the perception responses.

Partial Correlation. After analyzing the data by calculating simple correlation coefficients, the calculation of partial correlation coefficients make no adjustment for the indirect influences other variables have upon the simple regression variable.* Partial correlation coefficients measure the degree of correlations existing between a dependent variable and one particular independent variable while all other independent variables are held constant.** The required level of significance was set at the .05 level of confidence.

---

*Robert Ferber, *Statistical Methods in Marketing Research.* (New York: McGraw-Hill Book Company, Inc., 1949), p.348.

**Frederick E. Croxton and Dudley J. Cowden, *Applied General Statistics.* (Englewood Cliffs: Prentice-Hall, 1955), p.535.

Table I

LIST OF SCHOOLS

Groups A through G

Group A 250 or less	Group B 251-500	Group C 501-750	Group D 751-1000	Group E 1001-2000	Group F 2001-5000	Group G 5001 or more
Bellevue	Redland	Cooper	Tucker	Alpine	Gainsville	Monahans-Wick-
Tulpa	Windthorst	Elkhard	Nixon	Muleshoe	Beeville	ett-Pyote
Anna	Claude	Stratford	Marbe Falls	Childress	Leveland	Northeast SA
Pawnee	Meridian	Dublin	Royal	Seminole	College Station	Bryon
Somnorwood	Somerville	Schulenburg	Henrietta	Seymour	Brownwood	Lubbock
Blanket	Snook	Gruver	Crosbyton	DeKalb	Lockhart	San Benito
Era	Nazareth	Waskom	Panhandle	Hooks	Jacksonville	Harlingen
Jonesboro	Petrolia	Malakoff	Culberson	New Boston	McKinney	Garland
Patton Springs	Santa Anna	Itasca	Idalou	Bowie	Wilmer-Hutchins	Highland Park
Iola	Community	Grapeland	Midlothian	Los Fresnos	Lewisville	Irving
Bula	Allen	Sanford	Teague	Pittsburg	Waxahachie	Mesquite
Medina	Prosper	Jourdonton	Petersburg	Aransas Pass	Marlin	Richardson
Morgan	Lindsey	Skidmore-Tynan	Sharyland	East Chambers	Dickinson	El Paso
Putnam	Coppell	Lackland	Jacksboro	Rusk	Pine Tree	Lamar
Eula	Wallis	Clifton	Alvorado	Columbus	Silsbee	Galveston
Estelline	Sands	Santa Rosa	Hamlin	Rice	Sheldon	Texas City
Milford	Fannindell	Yorktown	Powderly	Comanche	San Marcos	Plainview
Maypearl	Pilot Point	Queen City	Forney	Crane	Athens	Deer Park
West phalia	Aubrey	Farmersville	Boerne	DeSoto	Donna	Baytown
Dodd City	Asherton	Friscoe	Giddings	Cuero	Edcouch-Elsa	McAllen
Windom	Rock Springs	Wellington	George West	Benavides	Mercedes	High Springs
Savoy	Italy	Schleicher	Rosevelt	Fabens	Crockett	Beaumont
Trenton	Harleton	Albany	Willis	Bonham	Terrell	Kingsville
Eustace	Smyer	Glenrose	Splendora	LaGrange	Liberty	Waco
Hobbs	Kennard	Kress	Marfa	Needville	Eagle Pass	Midland
Loop	Dell City	Carroll	Rockwall	Pearsall	Connally	Corpus Christi
Nordheim	Quinton	Pflugerville	Odem	Santa Fe	Dumas	Temple

Huckaby	Wolfe City	Manor	White House	Friendswood	Nacogdoches	Amarillo
Lefors	Evadale	Groveton	Kennedale	Post	Corsicana	Tyler
Gunter	Falls City	Trinity	McCamey	Fredericksburg	Robstown	San Angelo
Morse	Kemp	Rankin	Canton	Midway	Bridge City	Austin
Paint Creek	Mabank	Sabinal	Bloomington	Honda	Ft. Stockton	
Penelope	Scurry-Rosser	Shamrock	Electra	Medina Valley	Canyon	
Aquilla	Red Oak	Leander	Winnsboro	Cameron	Mathis	
Blum	Fayetteville	Hawkins	Olney	Pewitt	Sinton	
Lipan	Crowell	Plains		Bishop	Tulia	
Gumby	Troy	West Sabine		Livingstone	Del Valle	
Miller Grove	Kendleton	Shepherd		Ballinger	Uvalde	
Mertzon	Wortham	Orange Grove		Winters	Del Rio	
Antelope	Blanco	Brockett		Goliad	San Felipe	
Brookland	Woelder	Munday		Edna	El Campo	
Valentine	Van Alstyne	Tidehaven		Buna	Wharton	
Keene	Pleasant Grove	Natalia		Kirbyville	Burkburnett	
Godley	Cross Plains	Nocona		Jim Hogg	Raymondvill	
Jayton	Wells	Magnolia		Stamford	Pearland	
Cunningham	Colton Center	Garrison		Kenedy		
West Lamar	Chillicothe	Burkeville		Olton		
Deport	Whiteface	Rains		Cotulla		
Roxton	Chilton			Mexia		
Spade	Millsap			Taft		
Lometa	Presidio			Chapel Hill		
Rochelle	Oledo			Breckinridge		
Crawford	Iron-Sheffield			Lake Worth		
Bloomsburg	Detroit			Hempstead		
Pottsville	Balmarhea			Waller		
Higgins	Vega			Iowa Park		
McMullen	Miles			Round Rock		
Southland	Mt Enterprise			Floresville		
Priddy	Joaquiin			Mineola		
Star	Bullard					
Westbrook	San Isidro					
Goldburg	Aspermont					
Prairie Valley	Riveria					
Forestburg	Roscoe					
Douglas	Sudan					

19

Woden
Rice
Frost
Benjamin
Highland
Adrian
Ft. Hancock
Brock
Poolville
Biig Sandy
Leggitt
Toyah
Cherokee
Melvin
Sterling City
Trent
Union
Woodson
Christoval
Water Valleey
Apple Springs
Utopia
Comstock
Barstow
Mobeetie
San Perlita
Jarrell
Liberty Hill
Slidell
New Castle

Normangee
Coolidge
Wilson
D'Hanis
Thordnale
Central Heights
Blooming Grove
Dawson
Meadow
Chester
Big Sandy
Harmony
Edgewood
New Waverly
Florence
Granger
La Vernia
Wink.
Rule

(II)

CHARACTERISTICS OF MEMBERS OF BOARDS OF EDUCATION OF TEXAS INDEPENDENT SCHOOL DISTRICTS

CHAPTER II

The principal purpose in the collection of the data was to determine how members of boards of education of Texas independent school districts perceive the role of the board of education, the superintendent and the high school principal, and to determine whether these perceptions are influenced by the following factors: school district size, years served as a board member, race, sex, age, children in school, educational level, income, and occupation. The general data on these factors are presented in Chapter II. Statistical analysis of these data are presented in Chapter IV. Chapter III presents an analysis of board members' perceptions.

Another purpose in the collection of the data was to determine whether or not board members perceptions of the role of the board and the roles of the superintendent and the high school principal reflect the roles portrayed in professional literature. These data are presented in Chapter III.

In addition to collecting data on the aforementioned items, it was felt that the following factors should be examined in order to give a complete picture: civic club membership, church membership, number of superintendents and high school principals during a board member's tenure, why people run for the board, what was wrong with the school before a person became a board member, school board orientation, attendance at various types of board conventions and meetings, qualities which board members consider to be vital in a good superintendent and a good high school principal, type of experience which board members feel best prepares a person for the superintendency, board members attitudes toward women in the superintendency, qualifications for board membership, length of terms for board members, and reasons for not belonging to the Texas Association of School Boards. The data on these factors are presented in Chapter III.

School District Enrollment. Four hundred school districts were selected to participate in this study and one board member was selected from each of these districts. Two hundred thirty-eight of the board members responded. Table II presents the number and percentage responding from each enrollment group. Slightly over 45 percent of the sample was taken from schools of 500 or less enrollment. This raises the question once again of the possible need for consolidation of school districts.

TABLE II

SCHOOL ENROLLMENT

	Number	Percent
Group A - 250 or less	56	23.6
Group B - 251-500	52	21.8
Group C - 501-750	27	11.4
Group D - 751-1000	23	9.7
Group E - 1001-2000	32	13.4
Group F - 2001-5000	27	11.3
Group G - 5001 or more	19	8.0
No Response	2	.8
TOTAL	238	100.0

Classification of School Districts. In spite of the decline in rural population, the majority of Texas independent school districts are still in rural areas. Table III reveals the classification of the school districts represented by the board members responding to the Perception Inventory.

TABLE III

TYPE OF SCHOOL DISTRICT

Type	Number	Percent
Mostly Agricultural and Rural	144	60.5
Mostly Urban	30	12.6
About Evenly Distributed Between Urban and Rural	63	26.5
No Response	1	.4
TOTAL	238	100.0

Number of years served on a board of Education. Table IV indicates the tenure of the 238 board members responding to the Perception Inventory. The median tenure is 4.24 years, or slightly more than one term. Why this is true cannot be deduced from this study, but such a high turnover presents many problems for both the board and the school administration. The author felt that the situation might be improved if the term of office was changed to five years. Board members included in the study sample do not feel this way.

TABLE IV

YEARS SERVED ON BOARD

Number of Years Served	Number	Percent
21or more	0	0
18-20	3	1.3

TABLE IV Continued

15-17	3	1.3
12-14	16	6.7
9-11	19	8.0
6-8	38	16.0
5	30	12.6
4	26	10.9
3	31	13.0
2	30	12.6
1	38	16.0
No Response	4	1.6
TOTAL	238	100.0

Sex of Board Members. Only twenty-one, or 8.8 percent, of the 238 board members responding to the Perception Inventory were female. This would seem to indicate that females are either discriminated against or do not seek board positions.

Race of Board Members. Table V indicates that all minority races taken together represent only 9.4 percent of the board members responding to the Perception Inventory. This would suggest that either the minority races are being discriminated against or are not being encouraged to seek positions on boards of education.

TABLE V

RACE OF BOARD MEMBERS

Race	Number	Percent
Negro	5	2.1
Mexican-American	7	2.9
White (Anglo)	215	90.3
Other	8	3.4
No Response	3	1.3
TOTAL	238	100.0

Age of Board Members. The median age of the sample board members is 41.7 years. Table VI gives the breakdown of board members found in the various age groups.

TABLE VI

AGE OF BOARD MEMBERS

Age Group	Number	Percent
61 and over	6	2.5
58-60	10	4.2
51-55	25	10.5
46-50	40	16.8
41-45	64	26.9

TABLE IV Continued

36-40	58	24.4
31-35	30	12.6
26-30	4	1.7
No Response	1	.4
TOTAL	238	100.0

Number of Children Enrolled in School. Table VII indicates that almost 12 percent of the board members responding to the Perception Inventory had no children in school. The median number of children was 1.99.

TABLE VII

NUMBER OF CHILDREN

Number of Children	Number	Percent
6 or more	4	1.7
5	5	2.1
4	9	3.8
3	58	24.4
2	78	32.7
1	55	23.1
0	28	11.8
No Response	1	.4
TOTAL	238	100.0

Educational Level of Board Members. Table VIII reveals that about 45 percent of the sample board members have a high school education or less and only 23.5 percent have college degrees. The median educational level is 12.5 years. Table IX indicates the college majors of the board members.

TABLE VIII

EDUCATIONAL LEVEL

Educational Level	Number	Percent
Earned Doctorate	9	3.8
Master's Degree	12	5.0
Bachelor's Degree Only	35	14.7
Some College—No Degree	71	29.8
High School Diploma	68	28.6
8 to 11 Years	35	14.7
7 Years or Less	3	1.3
Other	4	1.7
No Response	1	.4
TOTAL	238	100.0

TABLE IX

COLLEGE MAJOR

College Major	Number	Percent
Education	16	12.4
English	1	.8
Social Sciences	2	1.5
Science	9	7.0
Industrial Arts	5	3.9
Mathematics	3	2.3
Foreign Language	0	0
Agriculture	20	15.5
Fine Arts	1	.8
Business	30	23.3
Engineering	17	13.2
Pre-Law	1	.8
Pre-Medicine	8	6.2
Psychology	1	.8
Other	15	11.5
TOTAL	129	100.0

Annual Income of Board Members. The median income level of the 238 board members responding to the Perception Inventory was $11,600.00. Table IX indicates the number of board members falling within each income category.

TABLE X

ANNUAL INCOME

Annual Income	Number	Percent
More than $15,000	77	32.4
13,001-15,000	24	10.1
11,001-13,000	20	8.4
9,001-11,000	34	14.3
7,001-9,000	47	19.7
5,000-7,000	22	9.2
5,000 or more	6	2.5
No Response	8	3.4
TOTAL	238	100.0

Occupations of Board Members. There is considerable variety of types of occupations in which the 238 board members are involved as revealed in Table XI. The most prominent occupation was farming and ranching which is not surprising since a large number of the school districts are rural and agragarian in nature. Surprisingly, only a very small percentage of professional people were found to be represented.

TABLE XI

OCCUPATIONS OF BOARD MEMBERS

Occupation	Number	Percent
Ranching	70	29.5
Farming	35	14.7
Salesman	13	5.5
Doctor	9	3.8
Lawyer	1	.4
Engineer	7	2.9
Federal Employee	12	5.0
Own a Business	32	13.5
Housewife	12	5.0
Laborer	2	.8
Carpenter	1	.4
Employed in Business or Industry	24	16.1
Other	18	7.6
No Response	2	.8
TOTAL	238	100.0

Reasons For Accepting Appointment or For Seeking Election to a Board of Education. Table XII indicates that almost 48 percent of the responding board members gave civic duty as their primary reason for accepting appointment or seeking election to a board of education. Only slightly less than three percent indicated that they ran for the board because they had "an ax to grind."

TABLE XII

REASONS FOR ACCEPTING APPOINTMENT OR SEEKING ELECTION TO A BOARD OF EDUCATION

Reasons	Number	Percent
Civic Duty or Obligation	114	47.9
Because of Children in School	32	13.5
Was Asked by Someone	63	26.5
To Become Better Acquainted with School	7	2.9
No One Else Would Serve	2	.8
Curious About School	0	0
Too Much Emphasis on Athletics	0	0
Disagreed with Overall Operations of School	4	1.7
School Money Not Being Wisely Spent	2	.8
Taxes Too High	1	.4
Other	9	3.8
No Response	4	1.7
TOTAL	238	100.0

Things Board Members Considered Wrong With the School System Before They Became a Board Member. Despite the fact that

26

all but 2.9 percent of the responding board members stated that they had no "ax to grind," 27.3 percent stated they felt that there was something wrong with the school system before they became a board member. Table XIII presents these data.

TABLE XIII

THINGS WRONG WITH SCHOOL BEFORE INDIVIDUAL BECAME A BOARD MEMBER

Things Wrong	Number	Percent
Poor Discipline	20	8.4
School Spending Too Much Money	2	.8
School Being Poorly Administered	22	9.2
School Was Not Offering Kinds of Courses Children Need to Prepare Them for Further Education	20	8.4
Athletic Program Needed Changing	3	1.3
Nothing Wrong	151	63.5
Other	17	7.1
No Response	3	1.1
TOTAL	238	100.0

Method of Acquiring Original Position on A Board of Education. Table XIV reveals that the great majority of the responding board members acquired their position on the board originally by means of election.

TABLE XIV

METHOD OF ACQUIRING ORIGINAL POSITION ON A BOARD OF EDUCATION

Method	Number	Percent
By Election	176	74.0
By Appointment	57	23.0
No Response	5	2.1
TOTAL	238	100.0

Membership in the Texas Association of School Boards. Only 40 percent of the boards represented in this study are members of the Texas Association of School Boards. Attempts to find out why boards were not members of this Association were not very successful. If the board was not an Association member, the respondent was asked to indicate the reason for not belonging. Out of the 139 respondents whose boards are not Association members, only 35 indicated a reason for not belonging. The principal reason given by these 35 was this – the superintendent had not recommended membership.

Civic Club and Church Membership. The civic mindedness and religious inclinations of the sample board members appears great. Almost 58 percent hold membership in a civic club and 94 percent belong to some church.

Number of Superintendents and High School Principals During a Board Member's Tenure. Almost 61 percent of the responding board members indicated there was only one superintendent during their tenure as a board member. This makes the median number slightly more than one, but the fact that there were from two to more than four for the remaining 39 percent indicates considerable movement of superintendents. Table XV gives the data.

TABLE XV

NUMBER OF SUPERINTENDENTS DURING A BOARD MEMBERS' TENURE

Number of Superintendents	Number	Percent
More than 4	4	1.7
4	7	2.9
3	20	8.4
2	61	25.6
1	144	60.6
No Response	2	.8
TOTAL	238	100.0

There is apparently less stability among high school principals than among superintendents as indicated in Table XVI. Only 44 percent of the sample board members stated there had been one high school principal during their board tenure. Ninety-one percent of the districts had only one high school. The median number of high school principals during a board member's tenure was 1.8.

TABLE XVI

NUMBER OF HIGH SCHOOL PRINCIPALS DURING A BOARD MEMBER'S TENURE

Number of High School Principals	Number	Percent
More than 4	9	3.8
4	10	4.2
3	40	16.8
2	71	29.8
No Response	108	44.4
TOTAL	238	100.0

Orientation of School Board Members. To determine the extent of and type of orientation and who is responsible for it, board members were asked to

a. indicate whether they felt they received adequate orientation when they became board members.
b. indicate what their original orientation consisted of.
c. indicate who they thought should be responsible for orienting new board members.

Approximately 66 percent felt they were not adequately oriented to their duties and responsibilities when they became board members. When one looks at Table XVII it is not too difficult to see the reason why board members felt they were not adequately oriented. Twenty-one percent received no orientation and the remaining 79 percent received none of any value. Table XVIII indicates that slightly more than 55 percent of the board members think the superintendents should be responsible for orienting board members.

TABLE XVII

TYPE OF ORIGINAL ORIENTATION

Type	Number	Percent
None	50	21.0
Given Copy of Board Policies and State Association Literature	124	52.1
Superintendent Briefly Talked About School and Its Policies	38	16.0
Other	20	8.4
No Response	6	2.5
TOTAL	238	100.0

TABLE XVIII

WHO SHOULD BE RESPONSIBLE FOR ORIENTING BOARD MEMBERS

Person Responsible	Number	Percent
Superintendent	132	55.4
President of Board	72	30.3
Other	28	11.8
No Response	6	2.5
TOTAL	238	100.0

Attendance of Board Members to Regional, State and National Meetings. Board members selected for this study were asked to indicate how often they attended the annual TASB-TASA conference, annual regional schoolboard workshops, the annual national convention of the American School Board Association, and the annual AASA convention. Tables XIX, XX, XXI and XXII reveal that board members are not apparently interested in professional improvement. An overwhelming majority does not attend any of the meetings. The

annual regional workshop is the best attended, but almost 54 percent never attend and only 15 percent attend every year.

TABLE XIX

ATTENDANCE AT ANNUAL TASB-TASA CONFERENCES

Frequency of Attendance	Number	Percent
Never	163	68.5
Every year	27	11.3
Occasionally	44	18.5
No Response	4	1.7
TOTAL	238	100.0

TABLE XX

ATTENDANCE AT REGIONAL SCHOOLBOARD WORKSHOPS

Frequency of Attendance	Number	Percent
Never	128	53.8
Every Year	36	15.1
Occasionally	68	28.6
No Response	6	2.5
TOTAL	238	100.0

TABLE XXI

ATTENDANCE AT ANNUAL CONVENTION OF NATIONAL SCHOOL BOARD ASSOCIATION

Frequency of Attendance	Number	Percent
Never	216	90.7
Every Year	8	3.4
Occasionally	10	4.2
No Response	4	1.7
TOTAL	238	100.0

TABLE XXII

ATTENDANCE AT ANNUAL AASA CONVENTION

Frequency of Attendance	Number	Percent
Never	207	86.9

TABLE XXII Continued

Every Year	5	2.1
Occasionally	18	7.6
No Response	8	3.4
TOTAL	238	100.0

The Board and the Selection of the Superintendent and The High School Principal. To determine how boards went about finding and selecting a superintendent, the respondents were asked to respond to the following questions:

a. Have you been involved in finding and selecting a superintendent?
b. What qualities should a person possess in order to make a good superintendent?
c. What is the best method of finding applicants for the superintendency?
d. Would you consider a woman applicant for the superintendency?
e. What type of experience best qualifies a person for the superintendency?

Approximately 39 percent of the responding board members had been involved in finding and employing a superintendent for their various school systems. Fifty-nine percent had not been involved in the hiring of a superintendent and two percent did not respond to the question.

The majority of the responding board members, almost 59 percent, indicated that they would look first within their own school system when seeking a new superintendent. Table XXIII gives the data on this item.

TABLE XXIII

BEST METHOD OF FINDING APPLICANTS FOR THE SUPERINTENDENCY

Method	Number	Percent
A. Advertise in Newspapers	10	4.4
B. Let Word Spread through Salesmen and other people	5	2.2
C. Employ Consultant, decide upon a few good people, invite them to apply, interview, offer one the job	40	17.5
D. Secure list of names from Colleges and Universities and invite them to apply	44	19.3
E. First look at people employed in school to see if anyone there is qualified and, if so, give one of them the job	134	58.8

TABLE XXIII Continued

F. Other	21	9.2
G. No Response	10	4.2

The slight bias of the responding board members towards women is revealed in Table XXIV. A slight majority indicated they would not even consider a woman applicant for the superintendency.

TABLE XXIV

WOMEN APPLICANTS FOR THE SUPERINTENDENCY

Response	Number	Percent
Yes	102	42.8
No	130	54.6
No Response	6	2.6

Responding board members seemed to regard the assistant superintendency as the best training ground for the superintendency. Table XXV presents the data for this.

TABLE XXV

QUALIFYING EXPERIENCE FOR SUPERINTENDENCY

Type of Experience	Number	Percent
High School Principal	38	16.8
Business Manager	13	5.7
Assistant Superintendent	190	84.0
No Response	12	5.0

**Total percent will exceed one hundred percent because some individuals checked more than one.*

What are the most important qualities a person should possess in order to make a good superintendent? The responding board members showed very little agreement in this area as revealed in Table XXVI.

Probably the closest they come to concensus is on the quality "a good business man with a thorough knowledge of school finance." Only 16, or slightly over eight percent, board members felt this so unimportant that they didn't rank it. This quality also was rated as the number one quality by 60, or slightly more than 31 percent; and 117, or slightly more than 60 percent, ranked it as number one, number two, or number three.

Next in importance, according to average rankings, is the ability to make decisions and third in importance is knowing how to lead people. One of the surprising things revealed is the relative insignificance attached to the board members attitudes toward scholarship. Not a single board member ranked this quality as number one

and 91, or 54 percent, of them did not even consider it important enough to rank. It stands 13 in average rankings.

The responding board members' perceptions of the qualities which a person should possess in order to make a good high school principal are pictured in Table XXVII. Not too surprising is the fact that the responding board members appear to regard the number one quality to be "a good disciplinarian." This quality has an average ranking of 2.9, which is the highest average. Next comes "thorough knowledge of curriculum" and third is "like children." Intelligence and scholarship," as it did with superintendent qualities, falls way down on the list. In fact 46 of the respondents did not see it as being important enough to even rank among desired qualities.

TABLE XXVI

QUALITIES AN INDIVIDUAL SHOULD POSSESS IN ORDER TO MAKE A GOOD SUPERINTENDENT

Quality	Rank 0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	No Response	Average Rank
Well-informed on state and federal programs	30	22	24	23	18	13	16	9	10	6	8	1	3	0	0	43	6.9–9
Know how to lead people	27	30	27	19	14	9	14	5	9	8	3	6	3	0	0	54	4.4–3
Should be a politician	129	0	1	2	2	0	1	3	1	2	0	4	8	9	10	56	9.2–12
Jack-of-all-trades	129	1	0	0	2	1	2	1	2	1	5	10	8	11	2	53	10.3–14
Good business man with a thorough knowledge of school finance	16	60	35	22	14	14	8	4	5	4	1	0	0	0	0	45	2.9–1
Church member	61	9	2	9	10	7	7	9	9	7	11	23	4	4	1	55	8.2–11
Ability to make decisions and stick by them	32	7	31	29	19	18	7	14	12	1	4	2	0	0	0	52	4.2–2
Like children	42	6	13	10	8	16	11	12	12	9	8	4	6	1	1	79	6.2–7
Ability to coordinate	33	12	12	23	20	20	15	13	9	10	3	5	4	0	0	59	5.2–2
Adept at handling public relations	41	3	4	5	17	18	26	20	13	14	7	3	2	0	0	65	6.3–8
Better than average grades in college	91	0	2	3	3	4	4	2	7	9	5	9	15	8	6	68	9.3–13
Patience	56	1	0	2	2	4	13	11	24	27	16	12	5	0	0	58	8.1–10
Ability to be honest with board	24	24	11	20	25	16	11	8	9	17	10	1	2	0	0	50	5.0–4
Thorough knowledge of curriculum	32	17	17	15	15	8	7	21	10	9	8	8	1	1	1	68	5.5–6

TABLE XXVII

QUALITIES A PERSON SHOULD POSSESS IN ORDER TO MAKE A GOOD HIGH SCHOOL PRINCIPAL

Quality												No Response	Average Ranking	
Good disciplinarian	7	54	26	29	20	13	11	6	2	1	0	68	2.9	1
Church member	55	9	4	9	18	6	18	13	26	25		55	6.5	9
Above average in intelligence	46	9	15	20	14	11	15	20	14	8	0	66	4.9	7
Like Children	27	26	20	21	25	23	15	7	9	6	0	59	4.0	3
Able to follow directions	55	2	13	13	15	19	16	16	18	9	0	52	5.0	8
Willingness to do what superintendent tells him	41	19	24	22	16	12	16	13	11	5		67	4.2	4
Able to coordinate	29	14	20	24	27	23	21	17	4	2	0	57	4.3	5
Thorough knowledge of curriculum	21	46	30	24	21	12	11	10	5	2	0	51	3.2	2
Ability to handle public relations	28	6	7	22	20	23	17	24	22	8	0	51	4.5	6

Women on the Board of Education. Responding board members apparently have a different view toward women serving on the legislative bodies of school systems than they do toward women serving as superintendents of school systems. One hundred and ninety, or almost 89 percent, of the sample board members indicated they felt that women should serve on boards of education.

Length of Term for Board Members. The author had felt that lengthening of the term of office for a board member would possibly provide more stability. However, it is apparent that most of the sample board members do not agree. Eighty-two percent, or 194, stated that no change should be made. Sixteen percent, or 39, agreed with extension; and two percent, or five, did not respond.

Qualifications for board Membership. In order to determine what Texas board members consider to be important qualifications which a person should have in order to serve on boards of education, the sample board members were asked to respond to certain qualifications. These and the response to each are presented in Table XXVIII. Almost 67 percent of the sample members feel children in school to be a necessary prerequisite to board membership. Eighty-four percent feel that a person should be a property owner and a taxpayer.

TABLE XXVIII

QUALIFICATIONS FOR BOARD MEMBERSHIP

Qualification	Number	Percent*
Should have children in school	152	66.7
Should have at least 12 years education	93	40.8
Should have a college degree	17	7.5
Should be a property owner and taxpayer	192	84.2
Other	16	7.0
No Response	10	4.2

**Total percent exceeds one hundred percent because respondents checked more than one.*

Membership in Texas Association for School Boards. Slightly over 63 percent of the sample board members, or 150, were members of boards that were not members of the Texas Association for School Boards. The author attempted to find out why, but 90 of the 150 respondents, or 60 percent, failed to respond. Of those responding twenty indicated the reason to be the fact that the superintendent had not recommended it. Table XXIX presents the data.

TABLE XXIX

REASONS FOR NOT BELONGING TO THE TEXAS ASSOCIATION OF SCHOOL BOARDS

Reason	Number	Perent
Annual cost of membership too much	7	15.2

TABLE XXIX Continued

Benefits derived from membership too few	7	15.2
Association represents attempt to take away local control	1	2.2
Superintendent has never recommended it	20	43.5
Other	11	23.9

Most of those who responded "other" did not state what they meant. The most unique was "just like breasts on men, to no avail."

Summary. Texas has a predominance of small, agricultural type school districts. The typical board member is 41.7 years of age, has almost two children in school and serves slightly over four years on a board of education. He has a median income of $11,600.00 and may earn this income from some occupation connected to farming or ranching.

The typical board member will not admit to seeking a position on the board because he has an ax to grind, but he may have felt something serious was wrong with the school before he became a board member.

The typical board member receives very little orientation to his duties and responsibilities as a board member when he first begins to serve on a board, and he receives practically no in-service education. Board members look to the superintendent for leadership in orientation.

CHAPTER III

BOARD MEMBERS' PERCEPTIONS OF THE ROLE OF THE BOARD OF EDUCATION AND THE ROLES OF THE SUPERINTENDENT AND THE HIGH SCHOOL PRINCIPAL

This chapter will present data on the overall perceptions of the selected members of independent school districts in the state of Texas. The perception statements were taken from the findings of Part I of this study.

Perceptions of the Primary Responsibility of the Board Member. Board members were asked to indicate their agreement or disagreement with the following statements:

1. My primary responsibility as a board member is to see that we have a good school.
2. My primary responsibility as a board member is to see that money is spent wisely.
3. My primary responsibility as a board member is to see that taxes do not get too high.
4. My primary responsibility as a board member is to legislate on policies and recommendations, to appoint the superintendent and other personnel and to see that adequate financial support is provided.
5. My primary responsibility as a board member is to approve what the superintendent recommends.
6. My primary responsibility as a board member is to administer the business affairs of the school.
7. My primary responsibility as a board member is to assist the superintendent with his decisions.
8. I am not certain what my primary responsibility is as a board member.

Literature consistently states that the chief function of the board of education is legislative and not administrative. Statement 4 reflects this and one should be able to assume that if a board member accepts this philosophy he would strongly agree with the statement. Table XXX reveals that the sample board members generally give assent to the legislative function. However, they also indicate that spending money wisely, seeing taxes do not get too high, administering business affairs and helping the superintendent make his decisions are primary responsibilities of the board of education. This would appear to indicate that they feel their role is one of administration as well as one of legislation.

TABLE XXX

COMPOSITE OF BOARD MEMBERS' PERCEPTIONS OF THE PRIMARY RESPONSIBILITY OF THE BOARD OF EDUCATION

Statement Number	Total No. Responding	Strongly Agree		Agree		Don't Know		Disagree		Strongly Disagree		No Response	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1	237	181	22.7	54	22.7			2	0.8			1	0.4
2	236	134	56.3	88	37.0			12	5.0	2	0.8	2	0.8
3	235	45	18.9	118	49.6	6	2.5	58	24.4	6	2.5	5	2.1
4	235	109	45.8	109	45.8	1	0.4	15	6.3	1	0.4	3	1.3
5	235	5	2.1	39	16.4	10	4.2	156	65.5	25	18.5	3	1.3
6	236	23	9.7	89	37.4	5	2.1	88	37.0	31	13.0	2	0.8
7	234	20	8.4	115	48.3	6	2.5	81	34.0	12	5.0	4	1.7
8	226	2	0.8	6	2.5	4	1.7	128	53.8	86	36.1	2	5.0

Board Members' Perceptions of When a Person Is Actually a Board Member. Table XXXI reflects the responding board members' perceptions of how they regard the idea reflected in literature that a person is a board member only when the board is meeting in legal session. They were asked to indicate agreement or disagreement with the following statements:

9. I consider myself to be a board member only when I act upon the recommendation of the superintendent.
10. I consider myself to be a board member only when the board is meeting in legal session.
11. I consider myself to be a board member at all times.
12. When the board is not meeting in legal session, I have no more authority or right to suggest things to the superintendent than anyone else who is not a member of the board of education.
13. I consider myself to be a board member only when I use whatever knowledge I have in running the school.

Eighty-four percent of the respondents consider themselves to be board members all of the time. This is, of course, contrary to what literature depicts.

TABLE XXXI

COMPOSITE OF BOARD MEMBERS' PERCEPTIONS OF WHEN A PERSON IS A BOARD MEMBER

Statement Number	Total Responding	Strongly Agree		Agree		Don't Know		Disagree		Strongl Disagree		No Response	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
9	233	4	1.7	5	2.1	1	0.4	132	55.5	91	38.2	5	2.1
10	236	27	11.3	21	8.8	1	0.4	128	53.8	59	24.8	2	0.8
11	232	81	34.0	120	50.4			21	8.8	10	4.2	6	2.5
12	233	32	13.4	77	32.4	3	1.3	91	38.2	30	12.6	5	2.1
13	233	8	21.0	50	5.00	12	54.6	130		33	13.9	5	2.1

Board Members' Perceptions of How to Handle Complaints of Patrons. How the complaints of school patrons are handled affects the smoothness of school operations. The responding school board members were asked to react to these statements:

14. When a patron comes to me with a complaint about the school, I think I should tell him I will personally look into the situation and see that something is done about it.
15. If a person has a complaint, he should go see the proper school authorities before he comes to a board member. If he

goes to the school and does not receive satisfaction, then he should appear at a board meeting.

16. If a person comes to me with a complaint about the school, I should go see the superintendent about it.
17. When a person comes to me with a complaint about the school, I should tell him that I will see that it is brought up at the next board meeting.
18. When a person comes to me with a complaint about the school, I should give him a solution to the problem.
19. If a person comes to me with a complaint about the school, I should listen to him and then tell him to go see the rest of the board members.
20. I am not certain what I should do when a person comes to me with a complaint about the school.

Table XXXII presents the board members' response to the statements.

Statement 15 reflects what literature says about the handling of complaints. Almost 95 percent of the board members indicate agreement with this, but there is some discrepancy in that slightly over 53 percent agree with Statement 16.

TABLE XXXII

COMPOSITE OF BOARD MEMBERS' PERCEPTIONS OF HOW BOARD MEMBERS SHOULD RESPOND TO PATRONS' COMPLAINTS

Statement Number	Total Responding	Strongly Agree		Agree		Don't Know		Disagree		Strongly Disagree		No Response	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
14	233	12	5.0	52	21.8	12	5.0	111	46.6	46	19.3	5	2.1
15	237	105	44.1	121	50.8	1	0.4	8	3.4	2	0.8	1	0.4
16	231	11	4.6	81	34.0	17	7.1	101	42.4	21	8.8	7	2.9
17	231	21	8.8	106	44.5	15	6.3	69	29.0	20	8.4	7	2.9
18	234	2	0.8	14	5.9	9	3.8	144	60.5	65	27.3	4	1.7
19	233	3	1.3	38	16.0	8	3.4	145	60.9	39	16.4	5	2.1
20	226	2	0.8	9	3.8	5	4.3	151	62.3	59	24.8	12	5.0

Board Members' Perceptions of the Most Important Role of the Superintendent. Statements 22 through 32, which follow, all actually deal with legitimate functions of the superintendent, but all of them except Statement 23 present fragmented portions of the superintendents function. Statement 23 states the complete role of the superintendent as reflected in professional literature:

22. The superintendent's most important role is to run the school.
23. The superintendent's most important role is to serve as the chief executive of the board and thus be responsible for all phases of the program.
24. The superintendent's most important role is to see that the finances and business affairs of the school are handled properly.
25. The superintendent's most important role is to prepare a budget and stay within it.
26. The superintendent's most important role is to be the educational leader of the school.
27. The superintendent's most important role is to coordinate the overall operation of the school.

28. The superintendent's most important role is finding and keeping well-qualified personnel.
29. The superintendent's most important role is to keep the school plant properly maintained.
30. The superintendent's most important role is maintaining good public relations with the public.
31. The superintendent's most important role is to make sure that the curriculum in the school is the best possible.
32. Frankly, I am not sure of the overall role of the superintendent.

Table XXXIII reveals that 71.8 percent of the responding board members agree with Statement 23, but they also agree with statements 22, a very ambiguous one, 24, 25, 26, 27, 28, 29, 30 and 31, so it is difficult to arrive at conclusions.

TABLE XXXIII

COMPOSITE OF BOARD MEMBERS' PERCEPTIONS OF THE SUPERINTENDENT'S MOST IMPORTANT ROLE

Statement Number	Total Response No.	Strongly Agree No.	%	Agree No.	%	Don't Know No.	%	Disagree No.	%	Strongly Disagree No.	%	No Response No.	%
22	233	61	25.6	140	58.8	3	1.3	26	10.9	3	1.3	5	2.1
23	234	60	25.2	111	46.6	4	1.7	53	22.3	6	2.6	4	1.7
24	231	46	19.3	135	56.7	1	0.4	47	19.7	2	0.8	7	2.9
25	232	36	15.1	120	50.4	4	1.7	68	28.6	4	1.7	6	2.5
26	230	45	18.9	149	62.6	6	2.6	27	11.3	3	1.3	8	3.4
27	232	68	28.6	152	63.9	3	1.3	8	3.4	1	0.4	6	2.6
28	232	48	20.2	148	62.2	3	1.3	30	12.6	3	1.3	6	2.6
29	230	24	10.1	131	55.0	7	2.9	65	27.3	3	1.3	8	3.4
30	230	29	12.2	153	64.3	5	2.1	40	16.8	3	1.3	8	3.4
31	231	73	30.7	135	56.7	2	0.8	19	8.0	2	0.8	7	2.9
32	217	3	1.3	14	5.9	11	4.6	144	60.5	45	18.9	21	8.8

Board Members' Perceptions of the Role of the Board, the Role of the Superintendent, and the Role of the High School Principal in the Formulation and Change of Board Policies. Basic to efficient school operation and good board-administrator relationships are well-formulated, written board policies. Professional literature states that policies should be cooperatively developed and that the board should look to the superintendent for leadership. Statement 21, Statements 33 through 36 and Statement 102 deal with board members' perceptions of the role of the board and the role of the superintendent and the high school principal in the formulation and change of school board policies.

21. A superintendent should feel free to tell a board member that he feels the board member is stepping out of line as a board member.
33. Every board should have written policies.
34. The superintendent should have little or no voice in the formulation and change of school board policies.
35. The superintendent should obtain, organize and present data and information relevant to problems of board policy. Then either the board or the superintendent can make suggestions for policies, but, in no case should a policy be enacted or changed without the recommendation of the superintendent.

36. I am not sure what the superintendent's role should be in the formulation and change of school board policies.
102. The high school principal should play no role in the formulation and change of school board policies.

Slightly over 71 percent of the responding board members agree with the idea that the high school principal should be involved in the formulation and change of board policy. They also feel that the superintendent should be somehow involved in policy formulation and change, but not to the extent that professional literature recommends. Most of the board members agree that board policies should be in written form. There is danger inherent in the fact that even four percent see no need for written policies, that over 13 percent feel that the superintendent should have no voice in the formulation and change of board policies, and that 20 percent feel that the high school principal should have no voice in board policy. It is interesting to note that almost 74 percent of the board members feel that the superintendent should tell board members that they are exceeding their board responsibility. Table XXIV presents the data for this category of statements.

TABLE XXXIV

COMPOSITE OF BOARD MEMBERS' PERCEPTIONS OF THE ROLE OF THE BOARD, THE SUPERINTENDENT AND THE HIGH SCHOOL PRINCIPAL IN THE FORMULATION AND CHANGE OF SCHOOL BOARD POLICIES

Statement Number	Total Response	Strongly Agree		Agree		Don't Know		Disagree		Strongly Disagree	
		No.	%	No.	%	No.	%	No.	%	No.	%
21	234	33	14.1	140	59.8	13	5.6	33	14.1	15	6.4
33	229	120	52.4	95	41.9	5	1.8	9	3.9	0	000
34	233	4	1.7	28	12.0	5	2.2	155	66.5	41	17.6
35	232	24	10.4	70	30.2	7	2.5	116	50.0	15	6.9
36	224	1	0.5	20	8.9	15	6.7	158	70.5	15	6.7
102	230	4	1.8	46	20.0	7	3.0	164	71.3	9	3.9

Board Members' Perceptions of the Boards' Role and the Superintendent's Role in Executive Decisions. Professional literature generally states that the board of education should not be involved in administrative decision making. In order to determine what Texas board members feel about this, the sample members were asked to respond to the following statements:

37. The superintendent should consult with the president of the board before he makes most decisions.
38. The superintendent should consult with the board only on decisions which will involve deviating from policy.
39. The superintendent should not consult with the board before he makes decisions.

Table XXXV indicates that the responding board members evidently do agree with literature when it comes to the superintendnt's decisions. Slightly over seventy percent agree with the idea that the superintendent should not consult with the board before he makes decisions unless it involves deviation from policy. On the other hand, however, almost seventy percent disagree with Statement 39.

42

TABLE XXXV

COMPOSITE OF BOARD MEMBERS' PERCEPTIONS OF THE BOARDS' ROLE AND THE SUPERINTENDENT'S ROLE IN DECISION MAKING

Statement	Total Responding	Strongly Agree		Agree		Don't Know		Disagree		Strongly Disagree	
		No.	%	No.	%	No.	%	No.	%	No.	%
37	231	3	1.6	34	14.3	5	2.2	154	66.7	35	15.2
38	232	31	13.4	132	56.8	4	1.3	58	25.0	7	3.0
39	223	11	4.9	45	20.0	13	5.8	126	56.5	28	12.8

Board Members' Perceptions of the Role of the Board and the Role of the Superintendent and the Role of the High School Principal in the Selection and Dismissal of Personnel. Professional literature states that the board of education should be directly responsible for selecting, employing and supervising one person—the superintendent of schools. They are then responsible for approving the other personnel of the school system upon the superintendent's recommendation. Literature states that the high school principal should also be involved in selecting and dismissing those employees for whom he is responsible. But do Texas board members agree with literature? Statement 40 through 49 and 111 through 115, which follow, were designed to try to determine board members' perceptions of the role of the board member, the superintendent and the high school principal in the selection and dismissal of personnel.

40. The superintendent should select and recommend for employment, reemployment and dismissal and should guide the in-service growth of all school personnel.
41. The superintendent should hire personnel, but the board should fire personnel.
42. The superintendent should select and recommend all personnel for employment and dismissal with the exception of coaches, band directors and principals.
43. The superintendent should provide the board with two or three names for each vacancy and then let the board decide which person to employ.
44. The superintendent should not play any role in the selection and dismissal of personnel.
45. No person should be employed or dismissed without the superintendent's recommendation.
46. I do not know exactly what the superintendent's role should be in the selection and dismissal of personnel.
47. The board should not interview any applicants other than for the superintendency.
48. The board should interview all applicants for positions in the school.
49. The board should interview only coaches, band directors and principals.
111. The high school principal has no role to play in the selection and dismissal of personnel.

112. The high school principal should always recommend to the superintendent personnel for employment, reemployment and dismissal.
113. The high school principal should interview all personnel who are being considered for employment in the high school.
114. The high school principal should not be involved in the employment of personnel for his building, but he should recommend for dismissal.
115. I am not sure what role a high school principal should play in the selection and dismissal of personnel.

The data, which is presented in Table XXXVI, concerning the above statements is rather difficult to interpret. Two hundred and seven, or almost 89 percent, of the sample board members indicate agreement with statement 40, which reflects literature's presentation of the role of the board and the role of the superintendent in the selection and dismissal of personnel, but 89 respondents, or slightly over 38 percent agree with Statement 43. Confusing the issue even further is the fact that only 140, or almost 60 percent, agree with Statement 45. Evidently a great many board members feel that the board should be directly involved in the interviewing of applicants for some positions other than the superintendency for 178, or almost 66 percent, disagree with Statement 47 and 83, or slightly over 43 percent, agree with Statement 48.

The sample board members appear to indicate some agreement with what literature pictures to be the role of the high school principal in the selection and dismissal of personnel. One hundred fifty-nine, or almost 71 percent, agree with Statement 112; and 116, or 50 percent, agree with Statement 113. Both statements reflect the position presented in professional literature.

TABLE XXXVI

COMPOSITE OF BOARD MEMBERS' PERCEPTIONS OF THE ROLE OF THE BOARD, THE SUPERINTENDENT, AND THE HIGH SCHOOL PRINCIPAL IN THE SELECTION AND DISMISSAL OF PERSONNEL

Statement	Total No. Responding	Strongly Agree		Agree		Don't Know		Disagree		Strongly Disagree	
		No.	%	No.	%	No.	%	No.	%	No.	%
40	233	65	27.9	142	60.9	4	1.7	21	9.0	1	0.5
41	231	0	00	21	9.1	4	1.7	151	65.4	55	24.8
42	232	1	0.4	26	11.2	6	2.6	151	65.1	48	20.2
43	233	16	6.9	73	31.3	5	2.1	116	49.8	23	9.9
44	234	2	0.9	10	4.3	1	0.4	146	62.4	75	32.0
45	234	34	14.5	106	45.3	7	3.0	77	32.9	10	4.3
46	225	1	0.4	8	3.6	6	2.7	175	77.8	35	15.5
47	235	12	5.1	39	16.6	6	2.6	151	60.0	37	15.7
48	234	28	11.5	53	22.7	6	3.4	119	50.9	28	11.5
49	233	5	2.1	58	24.9	5	2.1	164	70.4	1	0.5
111	232	5	2.2	31	13.3	5	2.2	158	68.1	33	14.2
112	232	22	13.8	127	54.7	6	2.6	64	27.6	3	1.3
113	232	0	00	93	40.1	13	5.6	96	41.4	7	3.3
114	230	0	00	40	17.4	4	1.7	161	70.0	25	10.9
115	222	0	00	13	5.9	21	8.9	163	73.9	25	11.3

Board Members' Perceptions of the Role of the Board, the Superintendent and the High School Principal in Public Relations. How do board members view public relations—their role, the superintendent's role, the high school principal's role? Do they consider it to be as vital as literature portrays it to be? Do they feel it should be formal in nature? Statements 50 through 56 and Statements 131 through 135, which follow, were designed to attempt to answer these questions.

50. Every school should have an organized program of public relations.
51. I am not sure what the superintendent's role should be in the area of public relations.
52. The superintendent has little or no role to play in public relations.
53. The superintendent should provide leadership and give direction to the school's public relations program.
54. The superintendent can best promote public relations by being a member of civic organizations, of a church, and of other community organizations.
55. The superintendent can best promote public relations by listening more than he talks.
56. The superintendent can best promote public relations by just trying to get along with people and by seeing that everyone's ideas are listened to.
131. I am not sure what the high school principal's role should be in the area of public relations.
132. The high school principal's responsibilities in public relations are the same as those of the superintendent.
133. The high school principal has no role to play in public relations.
134. The high school principal's role in public relations is greater than the superintendent's because he comes into contact with more parents than the superintendent.
135. The high school principal's role in public relations should be to stimulate improvement in parent-teacher conferences, assist in preparing reports, information sheets, and newsletters for the public, meet with civic groups, and organize discussion groups.

The responding board members indicate that they feel that there should be an organized public relations program, for 157, or slightly more than 67 percent agree with Statement 50. However, their understanding of what constitutes an organized public relations program may be rather superficial since they indicated strong agreement with Statements 54 and 56. These statements really do not describe organized public relations. They strongly agree with the idea that the superintendent should furnish leadership in public relations as evidenced by the fact that 220, or slightly more than 93 percent, agree with Statement 53. Data are presented in Table XXXVII.

The responding board members appear to see the high school principal's and the superintendent's role in public relations to be essentially the same as evidenced by the fact that 155, or almost 68 percent, agreed with Statement 132.

TABLE XXXVII

COMPOSITE OF BOARD MEMBERS' PERCEPTIONS OF THE ROLE OF THE BOARD, THE SUPERINTENDENT AND THE HIGH SCHOOL PRINCIPAL IN PUBLIC RELATIONS

Statement	Total No. Responding	Strongly Agree		Agree		Don't Know		Disagree		Strongly Disagree	
		No.	%	No.	%	No.	%	No.	%	No.	%
50	233	25	10.7	132	56.6	36	15.3	39	16.6	1	0.8
51	225	2	1.1	19	8.5	13	5.5	168	74.7	23	10.2
52	235	1	0.5	9	3.8	6	2.6	158	63.4	61	25.9
53	236	51	21.6	169	71.6	5	2.1	9	3.9	2	0.8
54	231	31	13.4	150	64.9	14	6.1	34	15.1	2	0.5
55	233	11	4.7	63	27.0	42	17.6	108	46.3	9	3.7
56	233	12	5.8	121	51.9	13	5.6	78	33.5	9	3.7
131	224	0	00	14	6.3	25	11.2	165	73.3	20	8.9
132	228	15	6.6	140	61.3	15	6.6	55	24.1	3	1.4
133	230	1	0.4	2	0.8	3	1.4	188	81.7	36	15.7
134	227	4	1.8	47	20.7	16	7.0	148	65.2	12	5.3
135	227	16	7.0	153	67.4	26	11.5	30	13.2	2	0.9

Board Members' Perceptions of the Role of the Board, the Superintendent and the High School Principal in Plant Maintenance and Operation. Literature generally states that plant operation and maintenance is a function of administration. The board is responsible for providing facilities and should leave the day-to-day operation and maintenance to the superintendent. Literature generally states that the superintendent should look to the high school principal for assistance in the daily operation of the school plant. Statements 57 through 60 and 136 through 138, which follow, were designed to try to determine board members' perceptions in this vital area.

57. The superintendent is totally responsible for the operation and maintenance of the school plant.
58. The superintendent has little or no responsibility for the operation and maintenance of the school plant because this is more the board's responsibility than it is his.
59. The superintendent should delegate his responsibilities for plant maintenance and operation to some individual such as the business manager.
60. If something needs to be done to the school plant, the superintendent should present it to the board before he takes any action.
136. The high school principal has no role to play in the operation and maintenance of the school plant.
137. I am not sure what the role of the high school principal should be in the operation and maintenance of the school plant.
138. The high school principal should be responsible for the custodians in his buildings and for reports on any conditions within his buildings or grounds that require any attention.

Table XXXVIII indicates that the sample board members are pretty evenly divided in their perceptions concerning the role of the board and the role of the superintendent in the operation and maintenance of the school plant. Slightly over one half evidently do not agree with the way professional literature depicts the roles. It would

46

appear, then, that board members feel they should be directly involved. Slightly over 50 percent feel that the superintendent should not delegate any of his responsibilities in the area of plant operation and maintenance.

It appears that the board members generally agree with literature as far as the high school principal's responsibilities are concerned as evidenced by the fact that 196 board members, or almost 86 percent, agreed with Statement 138.

TABLE XXXVIII

COMPOSITE OF BOARD MEMBERS' PERCEPTIONS OF THE ROLE OF THE BOARD, THE SUPERINTENDENT AND THE HIGH SCHOOL PRINCIPAL IN SCHOOL PLANT OPERATION AND MAINTENANCE

Statement	Total No. Responding	Strongly Agree		Agree		Don't Know		Disagree		Strongly Disagree	
		No.	%	No.	%	No.	%	No.	%	No.	%
57	233	23	9.9	100	42.9	1	0.3	99	42.6	10	4.3
58	235	2	0.8	8	3.4	2	0.8	183	77.9	40	17.1
59	228	15	6.6	109	47.8	10	4.4	86	37.7	8	3.5
60	229	18	7.9	105	45.9	8	3.5	88	38.4	10	4.3
136	230	2	0.8	23	10.0	6	2.6	179	77.9	20	8.7
137	222	0	0.0	15	6.8	19	8.1	169	76.1	20	9.0
138	229	27	11.8	169	73.8	8	4.1	25	10.9	0	0.0

61. School finance and business management are primarily board responsibilities; and, therefore, the superintendent should only play a minor role.
62. The superintendent is responsible for preparing the school budget; and after it has been adopted by the board, he is to see that it is properly administerd.
63. School finance and business management are the responsibilities of the business manager; and, therefore, the superintendent should only play a minor role.
64. The board and the superintendent are jointly responsible for preparing and administering the school budget.
65. It is difficult for me to put into words exactly what role the superintendent should play in school finance and business management.
66. The budget is an estimate of expenditures.
67. The superintendent is doing a poor job of administering the school's finance if he spends in excess of what is set up for each item in the budget.

Board Members' Perceptions of the Role of the Board and the Role of the Superintendent in School Finance and Business Management. One of the most crucial areas in board-administrator relationships lies in the area of school finance and business management. As has been indicated in other parts of this study, board members are probably more concerned about this one area of school operation than they are of all others. Statements 61 through 75, which follow, were designed to try to determine board members' perceptions of the role of the board and the role of the superintendent in school finance and business management.

68. The superintendent should not consult the board before he expends school funds.

69. The superintendent should not make any expenditure for items costing more than $200 without consulting with the board.

70. The superintendent should not make any expenditure for items costing more than $500 without consulting with the board.

71. In submitting a budget to the board the superintendent should overestimate what he actually needs so that the board can cut back some on what he has requested.

72. Our superintendent does an excellent job of managing the school finances.

73. Budget planning should be a continuous process.

74. The best way to prepare a budget is to look at the past year's expenses and try to develop a new budget on the basis of what was spent last year.

75. The best way to prepare a budget is to first plan the educational program desired and then adopt a budget to fit this program.

Table XXXIX presents the sample board members' reactions to the statements concerning school finance and business management. On the one hand, board members appear to agree with the idea that the superintendent is responsible for preparing and administering the budget. In fact 211, or slightly over 89 percent agree with Statement 62. But on the other hand 190, or slightly over 86 percent, also agree with Statement 64 which says that the board and superintendent are jointly responsible for preparing and *administering* the budget.

Board members' understanding of what a budget actually is may be questionable for 81, or almost 35 percent, feel that a superintendent is doing a poor job of administering the school's finances if he spends in excess of what is set up in each budget item. Paradoxically 187, or almost 80 percent, agree with the idea that the budget is only an estimate.

Further evidence of board members' perception of their role in finance as being partially administrative in nature lies in the fact that 100, or 43 percent, feel that the superintendent should not make any expenditure above $200 without consulting with the board; and 142, or slightly over 61 percent, feel like the board should be consulted on items costing $500 or more.

It is difficult to analyze board members' perceptions of the budget planning process. This is due to the fact that a majority of the sample members agreed with Statements 73, 74, and 75.

TABLE XXXIX

COMPOSITE OF BOARD MEMBERS' PERCEPTIONS OF THE ROLE OF THE BOARD AND THE ROLE OF THE SUPERINTENDENT IN SCHOOL FINANCE AND BUSINESS MANAGEMENT

Statement	Total No. Responding	Strongly Agree		Agree		Don't Know		Disagree		Strongly Disagree	
		No.	%	No.	%	No.	%	No.	%	No.	%
61	233	7	3.0	24	10.3	7	3.0	172	73.8	23	9.9
62	236	67	28.4	144	61.0	2	0.8	19	8.1	4	1.7
63	230	1	0.4	26	11.3	11	4.8	159	69.1	33	14.4
64	233	32	13.7	146	62.7	4	1.7	46	19.7	5	2.2
65	227	1	0.5	39	17.1	15	6.6	147	64.8	25	11.0
66	234	18	7.7	169	72.2	6	2.6	34	14.5	7	3.0
67	233	9	3.9	72	30.9	8	3.4	131	56.2	13	5.5
68	230	1	0.4	42	18.3	14	6.1	155	67.4	18	7.8
69	233	13	5.6	87	37.4	15	6.4	108	46.3	10	4.3
70	232	25	10.8	117	50.4	10	4.3	69	29.7	11	4.8
71	230	7	3.0	11	4.8	5	2.2	167	72.6	40	17.4
72	231	73	31.6	127	55.2	8	3.5	23	10.1	0	0.0
73	230	49	21.3	169	73.1	3	1.3	8	3.5	1	0.8
74	230	11	4.8	131	56.5	11	4.8	74	32.2	3	1.7
75	227	21	9.3	153	67.4	13	5.7	39	17.2	1	0.4

Board Members' Perceptions of Supervision and the Role of the Superintendent and the High School Principal in the Supervision of School Personnel. In an attempt to try to determine how board of education members view supervision and the role of the superintendent and the high school principal in personnel supervision the sample board members were asked to respond to the following statements.

76. The superintendent is in charge of the over-all supervision of all school employees.
77. The superintendent has no role to play in the supervision of school personnel.
78. The superintendent should be responsible for the supervision of principals only.
79. The superintendent should be responsible for the supervision of maintenance personnel only.
80. I am not sure what the role of the superintendent should be in the supervision of personnel.
81. The superintendent should make regular visits to each classroom for the purpose of evaluating teachers.
82. Rather than visit the classroom for the purpose of evaluating teachers, the superintendent should use his office intercom to listen in on teachers.
83. The superintendent should not visit in classrooms for the purpose of evaluating teachers.
84. The superintendent should make regular visits to the classrooms of new teachers, but should not visit experienced teachers' classrooms.
85. If a superintendent does visit the classroom for the purpose of evaluating teachers, his best yardstick for judging teachers is the discipline they have among their students.
86. The best teachers have the quietest rooms.

93. The best way for a board member to evaluate teachers is by listening to his own children and children of friends.
116. The high school principal has no role to play in the supervision of custodians.
117. I really am not sure what role the high school principal has in the supervision of personnel.
118. The high school principal should use his office intercom to listen to teachers' classes.
119. If instruction is to be made more effective, the principal must supervise the teachers.
120. The high school principal should supervise only beginning teachers.
121. The high school principal should make regular visits to the classrooms for the purpose of evaluating teachers.
122. The high school principal can judge a teacher's effectiveness by whether or not the teacher has good discipline.
123. The high school principal should make sure that teachers stick fairly close to the textbook.
143. The principal has no role to play in the supervision of teachers.

The sample board members, as indicated in Table XL, appear to agree with literature in that 209, or slightly more than 91 percent agree with Statement 76. The board members' concepts of what supervision is may be rather narrow. Slightly more than 27 percent indicate agreement with the idea that the best way to judge a teacher's effectiveness is by the discipline in the classrooom. Two hundred nineteen, or slightly over 95 percent of the sample board members, feel that the superintendent should personally visit teachers' classrooms for the purpose of evaluation.

The sample board members appear to see supervision as a role of the high school principal for 178, or slightly over 74 percent, agree with Statement 119. They also regard the principal as a supervisor of custodians.

Rather startling is the fact that even a small percent of the sample board members agree with the idea that the office intercom should be used to listen in on teachers for the purpose of evaluation. Another startling fact is that 161, or almost 70 percent, of the board members think that the principal, as a supervisor, should make sure that teachers stick fairly close to the texetbook (Statement 123).

Board Members' Perceptions of Discipline and the Role of the Superintendent and the High School Principal in School Discipline. Maintaining discipline in a school is vital to effective learning, but what good discipline is varies from person to person. Statements 87 through 92 and 124 were designed to try to determine board members' perceptions of discipline and the roles of the superintendent and the high school principal in discipline.

TABLE XL

COMPOSITE OF BOARD MEMBERS' PERCEPTIONS OF SUPERVISION AND THE ROLE OF THE SUPERINTENDENT AND THE HIGH SCHOOL PRINCIPAL IN THE SUPERVISION OF PERSONNEL

Statement	Total No. Responding	Strongly Agree		Agree		Don't Know		Disagree		Strongly Disagree	
		No.	%	No.	%	No.	%	No.	%	No.	%
76	229	37	16.2	172	75.1	4	1.7	14	6.1	2	0.9
77	231	2	0.9	2	0.9	1	0.4	169	73.1	57	24.7
78	232	2	0.8	9	3.9	2	0.8	177	76.3	42	18.2
79	230	1	0.4	6	2.6	1	0.4	172	74.8	50	21.8
80	224	1	0.5	4	1.8	2	0.9	181	80.8	36	16.0
81	229	18	7.9	99	43.2	16	6.9	87	37.9	9	4.1
82	231	1	0.6	22	9.5	8	3.4	149	64.5	51	22.0
83	230	5	2.2	44	19.1	9	3.9	143	62.2	29	12.6
84	230	2	0.9	2	0.9	7	3.0	186	80.9	33	14.3
85	227	3	1.6	58	25.6	20	8.8	130	57.3	16	7.0
86	228	3	1.5	41	17.9	22	9.6	140	61.4	22	9.6
93	227	1	0.4	14	6.2	3	1.3	145	63.9	64	28.2
116	229	0	0.0	29	12.7	7	3.0	169	73.8	24	10.5
117	223	0	0.0	18	8.1	10	4.5	174	78.0	21	8.4
118	229	5	2.2	59	25.8	22	9.6	125	55.0	18	7.4
119	230	21	9.1	157	68.3	12	5.2	35	15.2	5	2.2
120	232	0	0.0	10	4.3	7	3.0	191	82.3	24	10.4
121	230	22	9.8	154	66.9	8	3.5	44	19.1	2	0.7
122	229	6	2.6	89	38.8	15	6.6	110	48.0	9	4.0
123	232	13	5.6	148	63.8	22	9.5	44	18.9	5	2.2
143	228	1	0.4	5	2.2	3	1.3	166	72.8	53	23.2

87. Corporal punishment is one of the most effective means of correcting student misbehavior.
88. Teachers should be permitted to spank children.
89. Only principals should spank children.
90. Discipline in the modern school is not as strict as it should be.
91. The superintendent should play a very minor role in the school discipline.
92. The superintendent should be the one who administers corporal punishment.
124. The high school principal should be in total charge of the school discipline program.

Table XLI reveals some inconsistency in board members' perceptions of discipline and roles various individuals should play in discipline. On the one hand they tend to disagree with Statement 87 but tend to agree with Statement 88. They tend to disagree with literature's portrayal of the role of the principal as evidenced by the fact that 134, or slightly over 59 percent, disagreed with Statement 124.

TABLE XLI

COMPOSITE OF BOARD MEMBERS' PERCEPTIONS OF DISCIPLINE AND THE ROLE OF THE SUPERINTENDENT AND THE HIGH SCHOOL PRINCIPAL IN SCHOOL DISCIPLINE

Statement	Total No. Responding	Strongly Agree		Agree		Don't Know		Disagree		Strongly Disagree	
		No.	%	No.	%	No.	%	No.	%	No.	%
87	224	11	4.9	54	24.1	32	14.3	104	46.4	23	10.3

TABLE XLI Continued

88	229	38	16.6	128	55.9	4	1.7	53	23.1	6	2.7
89	230	7	3.0	60	26.1	5	2.2	146	63.5	12	5.2
90	229	44	19.2	136	59.4	16	6.9	30	13.1	3	1.4
91	229	7	3.0	74	32.3	6	2.6	108	47.1	34	15.0
92	226	3	1.3	21	9.3	11	4.9	152	67.2	39	17.3
124	228	8	3.5	78	34.2	8	3.5	127	55.7	7	3.1

Board Members' Perceptions of the Role of the Superintendent and the High School Principal in the Improvement of Curriculum. In order to determine board members' perceptions in the area of curriculum improvement they were asked to respond to the following perception statements:

94. The superintendent has little or no role to play in the improvement of curriculum and instruction, for this is the responsibility of the curriculum director or the principal.
95. I am not sure what the superintendent's role should be in the improvement of curriculum.
139 The high school principal has no role to play in the improvement of curriculum and instruction.
140. I am not sure what the role of the high school principal should be in the improvement of curriculum and instruction.
141. The high school principal is responsible for seeing that appropriate curricular and instructional goals are established and for seeing that the curriculum is kept current.
142. The high school principal should leave curricular change to the superintendent and the board.

Table XLII indicates that board members generally tend to agree with literature in the way they preceive the roles of the superintendent and the high school principal. This is evidenced by the fact that 212, or slightly over 91 percent, disagreed with Statement 94 and 193, or almost 85 percent, agreed with Statement 141.

TABLE XLII

COMPOSITE OF BOARD MEMBERS' PERCEPTIONS OF THE ROLE OF THE SUPERINTENDENT AND THE HIGH SCHOOL PRINCIPAL IN THE IMPROVEMENT OF CURRICULUM

Statement	Total No. Responding	Strongly Agree		Agree		Don't Know		Disagree		Strongly Disagree	
		No.	%	No.	%	No.	%	No.	%	No.	%
94	231	6	2.6	7	3.0	6	2.6	164	71.0	48	20.8
95	233	0	0.0	13	5.6	14	6.0	168	76.4	28	12.0
139	232	0	0.0	6	2.6	2	0.9	180	77.6	44	18.9
140	217	0	0.0	11	5.1	13	5.9	168	77.5	25	11.5
141	228	31	13.6	162	71.1	9	3.9	26	11.4	0	0.0
142	228	2	0.9	57	25.0	14	6.1	142	59.7	13	5.7

Board Members' Perceptions of the Role of the Superintendent in Informing Board Members. In order to determine the way board members viewed the role of the superintendent as a person responsible for keeping the board up-to-date on school problems and new ideas in education the following statements were presented.

96. The superintendent should keep the board informed of his problems, his plans, and of what is new in education.
97. I feel that our superintendent is doing a good job in keeping our board informed.

Table XLIII reveals that board members do feel that informing the board is a vital function of the superintendent. The data further indicates that 199, or slightly over 91 percent, feel that their superintendent is doing an adequate job in this area.

TABLE XLIII

COMPOSITE OF BOARD MEMBERS' PERCEPTIONS OF THE ROLE OF THE SUPERINTENDENT IN INFORMING THE BOARD

Statement Number	Total No. Responding	Strongly Agree		Agree		Don't Know		Disagree		Strongly Disagree	
		No.	%	No.	%	No.	%	No.	%	No.	%
96	231	89	38.5	136	58.9	1	0.4	5	2.2	0	0.0
97	228	76	33.3	122	58.3	3	1.3	16	7.0	1	0.4

Board Members' Perceptions of the Role of the Board and the Role of the Superintendent in the Success or Failure of the School System. In order to determine where the board of education places the responsibility for the success or failure of a school system, the sample members were asked to respond to the following statements.

98. The school board is responsible for the success or failure of our school system.
99. The superintendent is responsible for the success or failure of our school system.
100. The board and the superintendent are jointly responsible for the success or failure of our school system.

Table XLIV indicates that there may be some uncertainity as to whether members of boards of education understand who is basically responsible for the success or failure of a school system. This is evidenced by the fact that 142, or 63 percent, agreed with Statement 98, 115 or almost 50 percent, agreed with Statement 99, and 215, or slightly more than 92 percent, agreed with Statement 100.

TABLE XLIV

COMPOSITE OF BOARD MEMBERS' PERCEPTIONS OF THE ROLE OF THE BOARD AND THE ROLE OF THE SUPERINTENDENT IN THE SUCCESS OR FAILURE OF THE SCHOOL SYSTEM

Statement Number	Total No. Responding	Strongly Agree		Agree		Don't Know		Disagree		Strongly Disagree	
		No.	%	No.	%	No.	%	No.	%	No.	%
98	233	35	15.0	107	48.0	7	3.0	79	33.9	5	2.1
99	232	23	9.9	92	39.7	6	2.6	104	44.8	7	3.0
100	233	74	31.8	141	60.5	3	1.3	14	6.0	1	0.4

Board Members' Perceptions of the Chief Responsibility of the High School Principal. Statements 101 through 110, which follow, were designed to determine how board members perceive the role of the high school principal and whether or not their perceptions agree with the chief responsibility as portrayed in educational literature.

101. There is very little difference between the duties and responsibilities of a superintendent and a high school principal.
103. The chief responsibility of the high school principal is to carry out the superintendent's orders and to keep parents happy.
104. The chief responsibility of the high school principal is to lead in the professional improvement of the teachers, improve classroom instruction, and improve curriculum.
105. The chief responsibility of the high school principal is to handle discipline.
106. The chief responsibility of the high school principal is to take care of paper work and fill in for the superintendent.
107. The major responsibility of the high school principal is to run the school.
108. I am not sure what the chief responsibility of the high school principal is.
109. The high school principal plays a more important role than does the superintendent.
110. The high school principal plays a very minor role in the operation of the school.

Table XLV reveals that the sample board members tend to agree with literature as evidenced by the fact that 213, or slightly more than 92 percent, agree with Statement 104. However, there is some doubt shed upon whether or not they really perceive the role in this way, because 110, or slightly over 48 percent agree with Statement 105 which pictures the chief role of the principal to be that of disciplinarian.

TABLE XLV

COMPOSITE OF BOARD MEMBERS' PERCEPTIONS OF THE CHIEF RESPONSIBILITY OF THE HIGH SCHOOL PRINCIPAL

Statement Number	Total No. Responding	Strongly Agree		Agree		Don't Know		Disagree		Strongly Disagree	
		No.	%	No.	%	No.	%	No.	%	No.	%
101	233	1	0.4	15	6.9	6	2.6	186	79.4	25	10.7
103	229	1	0.4	40	17.5	11	4.8	154	67.3	23	10.0
104	230	56	24.3	157	68.1	5	2.2	11	5.0	1	0.4
105	229	6	2.6	104	45.5	6	2.6	106	46.3	7	3.0
106	228	1	0.4	33	10.1	12	5.3	168	78.1	14	6.1
107	226	9	3.9	75	33.2	3	1.3	127	56.3	12	5.3
108	217	0	0.0	9	4.1	12	5.0	178	82.6	18	8.3
109	232	1	0.4	6	2.6	5	2.2	182	78.4	38	16.4
110	233	1	0.4	17	7.3	2	0.9	185	79.4	28	12.0

Summary. Board members exhibit a considerable amount of confusion or lack of understanding about the role of the board and the roles of the superintendent and the high school principal. They tend to disagree with literature's portrayal of these roles in most areas.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA ON EFFECT OF VARIOUS VARIABLES ON BOARD MEMBERS' PERCEPTIONS OF THE ROLE OF THE BOARD AND THE ROLE OF THE SUPERINTENDENT AND THE HIGH SCHOOL PRINCIPAL

The information obtained by tabulating the responses to the 144 perception statements are reported and analyzed in his chapter and are reported in terms of the hypotheses presented in Chapter I. The following independent variables were utilized: size of school district, type of school district, age, race, sex, education, income, type of occupation, whether the board member had children in school, years served on a board. The dependent variable was the response to each perception statement. The statistical analyses of the responses to each perception statement were prepared in tabular form and are presented in the Appendix. The correlation (r-2) must be .0143 or above for the correlation to be of significance at the .05 level of significance.

Simple and Partial Correlation. Simple correlation coefficients were first calculated and the data were analyzed. After analyzing the data, the calculation of partial correltion coefficients was deemed necessary.

The calculation of partial correlation coefficients necessitated the use of a computer program which would calculate partial correlation coefficients to the fifteenth order. The IBM Corporation did not have such a program available, nor did any other organization. The partial correlation computer program given in this study is, therefore, unique. The program was prepared by Frank Landrum of the School of Business at West Texas State University.

For the purposes of this study the required level of significance was set at the .05 level of significance.

The Effect of School District Size on Perceptions. Hypothesis 1 was — There is no statistically significant dependency between the size of the school district and the board members' perceptions of the role of the board and the role of the superintendent and the high school principal. As indicated in Appendix B the highest correlation (r-2) was .00684. Since all coefficients were below .0143, the required level of confidence, the null hypothesis was not rejected. This would lead one to make the general statement that apparently the size of a school district which a board member serves is not a significant determinant of a board member's perceptions of the various roles.

The Effect of Type of District Served on Perceptions. Hypothesis 2 was — There is no statistically significant dependency between the type of district served and the board members' perceptions of the

role of the board and the role of the superintendent and the high school principal. As indicated in Appendix C, many of the correlation coefficients (r-2) were 0 and none reached .0143, the required level of confidence; therefore, the null hypothesis was not rejected. This would lead one to make the general statement that apparently the type of school district served by a board member is not a significant determinant of a board member's perceptions of the various roles.

The Effect of the Number of Years Served on a Board of Education. Hypothesis 3 was – There is no statistically significant dependency between the number of years a person has served on a board of education and the board members' perceptions of the role of the board and the role of the superintendent and the high school principal. As indicated in Appendix D, there is relatively little correlation between the independent variable and the dependent variables; in fact none were as much as .0143; therefore the null hypothesis was not rejected. This would lead one to make the statement that apparently the number of years served on a board of education is not a significant determinant of a board member's perception of the various roles.

The Effect of the Sex of Board Members on Perceptions. Hypothesis 4 was – There is no statistically significant dependency between the sex of the board member and the board member's perceptions of the role of the board and the role of the superintendent and the high school principal. Of the 238 questionnaires returned, only 21 were females; therefore, it was impossible to get a reliable analysis. The null hypothesis can then be neither accepted or rejected.

The Effect of the Race of the Board Member Upon Perceptions. Hypothesis 5 was – There is no statistically significant dependency between the race of a board member and the board member's perception of the role of the board and the role of the superintendent and the high school principal. Of the 238 questionnaires returned, 218 belonged to the white race; therefore, it was impossible to get a reliable analysis. The null hypothesis can be neither accepted or rejected.

The Effect of Age Upon Board Members' Perceptions. Hypothesis 6 was–There is no statistical dependency between the age of a board member and the board member's perceptions of the role of the board and the role of the superintendent and the high school principal.

The obtained partial correlation coefficients (r-2) are presented in Appendix E. The coefficients for all Perception Statements exceed .0143, the required level for r-2. In other words, when you hold all variables constant except age, age apparently has a significant effect upon the board member's perceptions of the various roles. Apparently, the older the board member is, the stronger he agrees with the perception questions. Therefore, the null hypothesis was rejected.

The Effect of Having or Not Having Children in School Upon Perceptions. Hypothesis 7 was – There is no statistical dependency between whether a board member has or does not have children in school and the board member's perceptions of the various roles. Appendix F reveals that the obtained partial coefficient of correlation

(r-2) was above .0143 for the following Perception Statements:

1. My primary responsibility as a board member is to see that we have a good school.
23. The primary responsibility of the superintendent is to serve as the chief executive of the board and thus be responsible for all phases of the program.

probably chance occurrences and, therefore, the null hypothesis was probably chance occurences and, therefore, the null hypothesis was not rejected. This would lead one to make the general statement that apparently having children in school or not having children in school is not a significant determinant of board members' perceptions of the role of the board and the role of the superintendent and the high school principal.

The Effect of the Board Members' Educational Level Upon Perceptions. Hypothesis 8 was – There is no statistical significant dependency between the educational level of a board member and the board member's perception of the role of the board and the roles of the superintendent and the high school principal. The coefficient of partial correlation (r-2) exceeded .0143 for all Perception Statements except for Statement 17 and Statement 36. In other words, the more education a board member has, the stronger he feels about each Perception Statement. On the basis of the data, which is presented in Appendix G, one would reject the null hypothesis and make the general statement that there evidently is some significant dependency between the board member's educational level and his perceptions of the various roles.

The Effect of the Board Member's Income Upon Perceptions. Hypothesis 9 was – There is no statistically significant dependency between the income level of a board member and the board member's perceptions of the role of the board and the roles of the superintendent and the high school principal. The coefficient of partial correlation (r-2) exceeded .0143 for all Perception Statements except for Statement 27. In other words, the higher the board member's income the stronger he agrees with the Perception Statements. On the basis of the data, which is presented in Appendix H, one would reject the null hypothesis. This would lead one to make the general statement that there evidently is some significant dependency between the board member's income level and the way he perceives the various roles.

The Effect of a Board Members' Occupation Upon His Perceptions. Hypothesis 10 was – There is no statistically significant dependency between the occupation of a board member and a board member's perception of the role of the board and the roles of the superintendent and the high school principal.

Appendix I, which presents the data for this topic, reveals that the coefficient of Partial correlation (r-2) exceeds .0143 for the following Perception Statements and therefore, the null hypothesis was rejected for these statements.

15. If a person has a complaint, he should go see the proper school authorities before he comes to a school board member. If he

goes to the school and does not receive satisfaction, then he should appear at a board meeting.

27. The superintendent's most important role is to coordinate the overall operation of the school.
28. The superintendent's most important role is finding and keeping well-qualified personnel.
29. The superintendent's most important role is to keep the school plant properly maintained.
30. The superintendent's most important role is maintaining good public relations.
31. The superintendent's most important role is to make sure that the curriculum in our school is the best possible.
39. The superintendent should not consult with the board before he makes decisions.
40. The superintendent should select and recommend for employment, reemployment, and dismissal and should guide the in-service growth of all personnel.
73. Budget planning should be a continuous process.

The coefficient of partial correlation (r-2) for the remainder of the Perception Statements were less than .0143. Therefore, the null hypothesis was not rejected for these. This would lead one to make the general statement that apparently the occupation of a board member is not a significant determinant of board members' perceptions of the various roles.

Summary. On the basis of the analysis of the data, null hypotheses 1, 2, 3, 7, and 10 were not rejected. The relatively few partial correlations (r-2) which were above .0143 were probably chance occurrences, indicating that apparently there was no statistically significant dependency between the size of school district served, the type of school district served, the number of years served on a board of education, having or not having children in school, and the occupation of board member upon his perceptions of the role of the board and the roles of the high school principal.

On the basis of the analysis of the data, null hypothesis 4, which pertained to the effect of a board members' sex upon his perceptions, and null hypothesis 5, which pertained to the board member's race, were neither accepted nor rejected, because the sample contained too few women and too few members of races other than Anglos.

On the basis of the analysis of the data, null hypothesis 6, 8, and 9 were rejected. This would indicate that there is apparently significant dependency between a board member's age and the way he perceives the role of the board and the roles of the superintendent and the high school principal It also indicates that there is also significant dependency between the educational level of a school board member and the way he perceives the role of the board and the roles of the superintendent and the high school principal. It further indicates there is significant dependency between the income level of a board member and the way he perceives the role of the board and the roles of the superintendent and the high school principal.

SUMMARY, IMPLICATIONS, AND RECOMMENDATION FOR OTHER STUDIES

CHAPTER V

Summary

A carefully prepared background questionnaire and Perception Inventory was sent to a stratified random sample of members of Texas boards of education of independent school districts having grades 1 through 12 or grades K through 12. Four hundred board members were selected and 238, or 59.5 percent, usuable questionnaires were returned. The entire study is based on these results.

This study was designed to try to determine the status of Texas school boards, to determine the role of the board and the roles of the superintendent and the high school principal, and to what extent Texas board members' role perceptions agree with the various roles as portrayed in educational literature. The study was also designed to try to determine the effect which the following factors have upon board members' perceptions of the various roles: Size of school district served, type of school district served, age, sex, race, income, number of years served on a board, education, having or not having children in school.

Some of the findings are:

1. There are more board members who represent small school districts than large districts.
2. In spite of the fact that rural population is steadily declining, a majority of the board members in Texas represent rural, agricultural type school districts.
3. Board membership is very unstable as evidenced by the fact that the median tenure of Texas board members is only slightly more than 4 years.
4. Boards of education are made up predominately of males.
5. Minority races are not adequately represented on Texas boards of education.
6. The median age of Texas board members is 41.7 years.
7. Most board members have children in school.
8. About 52 percent of board members have some type of formal education beyond the high school level.
9. The median annual income for a board member is $11,600.00.
10. The predominant occupation of board members is farming and ranching.
11. The typical board member accepts appointment or seeks election to a board of education because he feels that it is his civic duty or obligation, and very few will admit that they have "an ax to grind." However, a goodly percent admit that

there was something wrong with the school before they became members of a board.

12. The majority of Texas board members receive their original position on board of education by means of election.
13. Less than half of the boards of education in Texas belong to the Texas Association of School Boards, Most of the boards that do not belong attribute the cause for not belonging to the fact that the superintendent of schools has never recommended membership.
14. A majority of board members belong to a civic club.
15. An overwhelming majority of board members belong to some church.
16. The median number of superintendents during a board mem-member's tenure is slightly more than one.
17. The median number of high school principals during a board member's tenure is almost two.
18. The majority of board members do not feel they receive adequate orientation to their duties and responsibilities when they first become board members.
19. Th original orientation of most board members consists of being given copies of the local school board policies and some literature from the Texas Association of School Boards.
20. The majority of board members feel that the superintendent of schools should be the person responsible for the orientation of school board members.
21. The majority of board members do not attend the annual TASB-TASA conference nor the regional school board workshop.
22. The typical board member feels that when a new superintendent of schools is needed the board should seek first of all a qualified person from within the school system.
23. Board members generally regard the assistant superintendent position to be the best preparation for the superintendency.
24. More than half of the board members would not consider a woman for the position of superintendent of schools.
25. Most board members consider the quality "a good business man with a thorough knowledge of school finance" to be the foremost quality desired in a superintendent.
26. Most board members think the number one quality for the high school principal to be "a good disciplinarian."
27. Most board members do not consider intelligence and scholarship to be outstanding qualities to be considered when employing either a superintendent or a high school principal.
28. The great majority of board members feel that women should serve on boards of education.
29. The majority of board members prefer the three-year term of office for board members rather than a five-year term.
30. The majority of board members agree on two qualifications for board membership. These are — children in school and a property owner and taxpayer.
31. There is strong indication that board members perceive their

role to be an administrative one as well as a legislative one. This is, of course, contrary to what educational literature sets forth.

32. A great majority of board members consider themselves to be board members at all times rather than just when the board is meeting in legal session. This is contrary to what literature portrays.
33. Board members indicate that they may not actually know what their role is when it comes to handling complaints from school patorns. This is reinforced by the fact that board members agree with the method portrayed in literature but at the same time agree with the idea that they feel they should go to the superintendent with patron's complaints.
34. Board members are evidently confused about the primary overall role of the superintendent or do not understand it at all. Literature portrays the chief role to be that of serving as the chief executive of the board and thus responsible for all phases of the school program. Board members agree with this but they also agree with many other statements of the chief role of the superintendent.
35. Board members agree that boards should have written policies. They generally tend to agree that the high school principal and the superintendent should have a voice in the formulation and change of board policies. However, board members do not agree that the superintendent should be involved in policy making to the extent that professional literature portrays.
36. Most board members feel that the superintendent should tell board members when they are exceeding their responsibility as board members.
37. Most board members appear to be rather confused as to their role in the superintendent's decision making. On the one hand they agree with the concept portrayed in literature (the superintendent should consult with the board only on decisions that involve deviation from established policy). However, they fail to agree with the idea that the superintendent should not consult with the board before making decisions.
38. Most board members probably do not understand their role or the role of the superintendent in the selection and dismissal of personnel. Most members express agreement with the role of the superintendent as portrayed in literature, that is, the superintendent should select and recommend for employment, reemployment and dismissal. However, they disagree with the idea that no person should be employed or dismissed without the superintendent's recommendation. The picture is further complicated by the fact that a majority of the board members disagree with the idea that the board should not interview any applicants other than for the superintendency.
39. Most board members agree with the role of the high school principal in the selection and dismissal of personnel as it is portrayed in educational literature. That is they feel he should recommend to the superintendent and should interview per-

sonnel being considered for employment in his building.

40. The majority of board members feel that there should be an organized public relations program as it is portrayed in literature, but it is doubtful that most members really have a clear concept of what constitutes an organized program.
41. Most board members feel that the superintendent of schools should provide the necessary leadership for a good program of public relations.
42. Most board members conceive the role of the superintendent and the high school principal to be the same in public relations.
43. Most board members do not agree with the way literature portrays the role of the superintendent in plant operation and maintenance. They feel that they should be more directly involved.
44. Most board members appear to agree with the way literature depicts the role of the high school principal in plant operation and maintenance.
45. Board members apparently do not agree with the way literature portrays the board and superintendent's role when it comes to school finance and business management. On the one hand, the majority agrees with the idea, as portrayed in literature, that the superintendent is responsible for preparing the school budget, and administering it after it has been adopted by the board. However, the majority also agree with the idea that the board and superintendent are jointly responsible for preparing and *administering* the budget.
46. Most board members apparently accept the concept of the budget as an estimate of needs. However, almost 35 percent feel that the superintendent is doing a poor job of administering the school's finances if he spends in excess of what is set up in a budget item.
47. Most board members feel that there should be a definite ceiling established governing what the superintendent can spend without board approval.
48. Most board members apparently do not understand, or will not accept, the budget planning process outlined in most professional literature.
49. Most board members tend to agree with the idea that the superintendent is in charge of the over-all supervision of all school employees. This agrees with the way literature portrays the superintendent's role.
50. Most board members' concepts of what constitutes adequate supervision are rather narrow.
51. Most board members feel that the superintendent should personally visit teachers' classrooms for the purpose of evaluating teachers.
52. Most board members feel that the high school principal, as a supervisor, should make sure that teachers stick fairly close to the textbook.
53. Most board members perceive supervision of personnel, in-

cluding custodians, as a role of the principal. This agrees with professional literature.

54. There is some element of concern in the fact that a small percent of board members feel that principals should snoop on teachers through the use of the office intercom.
55. Board members are inconsistent in their perceptions of discipline. On the one hand, they disagree with the concept that corporal punishment is one of the most effective means of correcting student misbehavior. On the other hand they agree with the concept that teachers should be permitted to spank children.
56. Most board members apparently feel that present-day school discipline is as strict as it should be.
57. Most board members tend to disagree with literature's portrayal of the role of the high school principal in the school discipline program. They do not perceive that he should be in total charge of the discipline program.
58. Most board members apparently perceive the role of the superintendent and the high school principal to be as it is portrayed in professionl literature.
59. Most board members feel the superintendent has a definite responsibility to keep the board of education informed of his problems, his plans and of what is new in education. Furthermore, most board members feel their superintendent is doing a good job in this area.
60. Most board members apparently do not understand who is basically responsible for the success or failure of the school system.
61. Literature portrays the chief responsibility of the high school to be that of instructional leader. Most board members agree with this, but they also agree with the idea that the principal's chief responsibility is to handle discipline. Therefore, there may be some question as to the actual perceptions held by school board members.
62. The size of the school district which a board member serves apparently does not affect the way he perceives the role of the board and the roles of the superintendent and the high school principal.
63. The type of school district served does not apparently affect the way a board member perceives the role of the board or the roles of the superintendent and the high school principal.
64. The number of years served on a board of education apparently does not affect the way a board member perceives the role board or the role of the superintendent and the high school principal.
65. The age of a board member apparently affects the way he perceives the role of the board and the roles of the superintendent and the high school principal. The older a board member, the stronger his perceptions.
66. Apparently having or not having children in school does not affect the way a board member perceives the role of the

board and the roles of the superintendent and the high school principal.

37. The educational level of a board member apparently affects the way he perceives the role of the board and the roles of the superintendent and the high school principal. The more education a board member has, the stronger his perceptions.
68. The income level of a board member apparently affects the way a board member perceives the role of the board and the roles of the superintendent and the high school principal. The higher the income, the stronger the perceptions.
69. For the most part, the occupation of a board member apparently has no effect upon the way he perceives the role of the board and the roles of the superintendent and the high school principal.

II. IMPLICATIONS

The author was rather liberal in drawing inferences from these findings. However, most of the statements can be supported by the data. Surprisingly, the pilot study, which was done in TSTA District 16, reveals about the same thing.

Board Membership. The fact that Texas boards of education are primarily composed of male Anglos points out two outstanding things. The minority races are not adequately represented in the educational endeavor, an endeavor in which they have as much at stake as the majority. This may be due to discrimination or a lack of encouragement by others. In either case, there should be a greater effort made to recruit these people to run for office. Women are also inadequately represented on boards of education. Board members in this study generally feel that women should be on boards, but evidently they are not doing very much to encourage women to run for the board. They are also not appointing women to fill vacancies on the board.

The qualifications for board membership should be given careful consideration. There would appear to be certain dangers inherent in the idea expressed by board members that having children in school and property ownership should be necessary qualifications. People without children in school and non-property owners have as much at stake in education as those who do not have children or who do not own property.

Despite the fact that most of the board members in this sample did not favor extending the term of office for a board member, the author feels that additional consideration needs to be given to the problem of board stability.

Many problems arise as a result of as constant a board membership turnover as is found in Texas. A longer term of office would afford chances for a more coordinated and continuous plan of school operation.

Orientation of Board Members. The chief characteristic of the present board orientation in Texas is its inadequacy. There appears

to be no really well-organized program; and, as long as this situation remains the same, there is not much likelihood of boards of education members changing their ways of acting or thinking.

The best place for orientation is in the local district. Superintendents must provide leadership in setting up an orientation program for beginning members and a continuous, on-going program of in-service training for experienced board members. Board members expect teachers and administrators to participate in in-service training, and they should expect no less of themselves. The author feels that, perhaps, legislation is needed to force orientation and in-service training. In fact, legislation should be enacted requiring newly elected board members to attend formal orientation or forfeit their membership.

Superintendents should encourage their boards to belong to the Texas Association of School Boards. They should encourage board members to attend the annual regional schoolboard workshops and the annual meeting of the Texas Association of School Boards and the Texas Association of School Administrators. Attendance at these meetings would help most board members to become more capable.

Board Members' Perceptions of Qualities Necessary to Make a Good Superintendent or High School Principal. There is such a variety of qualities considered essential by different board members that one wonders how anyone can possibly succeed either as a superintendent or as a high school principal. There is also some cause for alarm, perhaps, in the fact that most board members do agree that the number one quality desired in a superintendent is that he be an outstanding business manager. This gives further insight into where many board members' chief interests lie, and maybe as to why they are serving on a board.

Principals are evidently perceived to be disciplinarians rather than instructional leaders. Even the job of pleasing board's in the area of discipline would appear to be an impossible task because board members appear to be quite inconsistent in their views as to what constitutes good discipline.

One of the puzzling facts emerging from this study is the relative unimportance which board members seem to attach to scholarship in both superintendents and high school principals.

Women are evidently considered inferior in some respects by board members as evidenced by the number of board members who would not seriously consider them for the superintendency.

The Board as an Administrative Body. Despite the fact that professional educational literature and the literature put out by the Texas Association of School Boards stresses the concept that the board should legislate and let the superintendent administer, board members still seem to want to enter into the actual administration of the school system. This study brings this out in many ways. Boards want to administer finance, personnel, plant, etc. Most board members are not

qualified to administer and their efforts sometimes result in chaos, poor teacher morale, considerable turnover in personnel and unbalanced, inadequate curriculum.

Board Members' Understanding of Roles and its Implications for Administrators. There is much evidence pointing to the fact that board members generally do not understand their function and the function of administrative personnel. Many of them are apparently unable to verbalize the various roles. Furthermore, those board members' who think they understand the various roles often do not agree with the way literature portrays these roles. There are implications here for those people who are responsible for training administrators. Training should be more realistic. Prospective administrators should be made to realize that their role and the role of the board is perceived differently by various board mmbers. Another implication is this – either literature should be changed or greater effort should be made to get board members to accept the roles as portrayed in literature. This approach would mean that superintendents are going to have to assume the responsibility for initiating such change in perceptions at the local level.

VI. RECOMMENDATIONS

The following recommendations are made in view of the findings of this study.

1. A study should be made of the perceptions of minority races and of women.
2. Further study should be made of the exact effects of education, income level, age and occupation upon board members' perceptions.
3. Study should be given to the feasibility of enacting legislation to require newly elected board members to attend orientation sessions held at selected colleges and universities.
4. Studies should be made of methods which might be successfully implemented for in-service education of board members.
5. There is a need to study the motivation of people who seek positions on boards of education.

BIBLIOGRAPHY

Craxton, Frederick E. and Dudley J. Cowden, *Applied General Statistics*. Englewood Cliffs: Prentice-Hall, 1955.

Ferber, Robert, *Statistical Methods in Marketing Research*. New York: McGraw-Hill Book Company, Inc., 1949.

APPENDIX A

THE ROLE OF THE BOARD AND THE ROLE OF THE SUPERINTENDENT AND THE HIGH SCHOOL PRINCIPAL

DIRECTIONS: Please complete every item of this questionnaire. Most items can be completed by placing a check mark in the appropriate place. In the final report, no individual or school district will be identified.

GENERAL INFORMATION

1. Total enrollment in all schools in your district: A ____250 or less; (B) ____ 251 to 500; (C) ____ 501 to 750; (D) ____ 751 to 1000; (E) ____ 1001 to 2000; (F) ____ 2001 to 5000; (G) ____ 5001 or more.

2. How would you basically classify your school district? (A) ____ Mostly agriculture and rural; (B) ____ Mostly urban; (C) ____ About evenly distributed between urban and rural.

3. How many years have you served as a board member? (include this year) (A) ____ 1; (B) ____ 2; (C) ____ 3; (D) ____ 4; (E) ____ 5; (F) ____ 6-8; (G) ____ 9-11; (H) ____ 12-14; (I) ____ 15-17; (J) ____ 18-20; (K) ____ 21 or more.

BACKGROUND INFORMATION

4. Your sex: (A) ____ Male; (B) ____ Female

5. Your race: (A) ____ Negro; (B) ____ Mexican-American; (C) ____ White (Anglo); (D) ____ Other (specify) ____

6. Your age group: (A) ____ 25 or below; (B) ____ 26-30; (C) ____ 31-35; (D) ____ 36-40; (E) ____ 41-45; (F) ____ 46-50; (G) ____ 51-55; (H) ____ 56-60; (I) ____ 61 and over.

7. Number of your own children presently enrolled in the public school: (A) ____ none; (B) ____ 1; (C) ____ 2; (D) ____ 3; (E) ____ 4; (F) ____ 5; (G) ____ 6 or more.

8. Check the category that describes your educational status: (A) ____ earned doctorate; (B) ____ Master's Degree; (C) ____ Bachelor's Degree only; (D) ____ some college, but no degree (specify years: ____); (E) ____ High School Diploma; (F) ____ 8 to 11 years (specify years: ____); (G) ____ 7 years or less; (H) ____ Other (specify)

9. If you attended college, what was your major? (A) ____ Education; (B) ____ English; (C) ____ Social Sciences; (D) ____ Science; (E) ____ Industrial Arts; (F) ____ Mathematics; (G) ____ Foreign Language; (H) ____ Agriculture; (I) ____ Fine Arts; (J) ____ Business; (K) ____ Engineering; (L) ____ Pre-Law; (M) ____ Pre-Medicine; (N) ____ Psychology; (O) ____ Other (specify) ____

10. What is your annual income: (A) $5,000 or less; (B) ____ $5,001-$7,000; (C) ____ $7,001-$9,000; (D) ____ $9,001-$11,000; (E) ____ $11,001-$13,000; (F) ____ $13,001-$15,000; (G) ____ more than $15,000.

11. What is your occupation? (check more than one if more than one applies) (A) ____ Ranching; (B) ____ Farming; (C) ____ Salesman; (D) ____ Doctor; (E) ____ Lawyer; (F) ____ Engineer; (G) ____ Federal Employee; (H) ____ Own a business (specify ____); (I) ____ Housewife; (J) ____ Laborer; (K) ____ Carpenter; (L) ____ Employed in a business or industry; (M) ____ Other (specify) ____

12. Do you belong to a civic club? (A) ____ Yes; (B) ____ No

13. Do you belong to a church? (A) ____ Yes; (B) ____ No

14. How many people have served as superintendent of your school district during your tenure as a board member? (A) ____ 1; (B) ____ 2; (C) ____ 3; (D) ____ 4; (E) ____ more than 4.

15. How many people have served as high school principals during your tenure as a board member? (A) ____ 1; (B) ____ 2; (C) ____ 3; (D) ____ 4; (E) ____ more than 4.

16. How many high schools are in your district? (A) ____ 1; (B) ____ 2; (C) ____ 3; (D) ____ more than 3.

17. How did you receive your original position on the board? (A) ____ by election; (B) ____ by appointment

18. Why did you originally accept an appointment or seek election to the board? (check the one alternative which best describes your reason) (A) ____ I felt it was my civic duty or obligation; (B) ____ I had children in school, so I wanted a say in what went on in the school; (C) ____ Somebody came to me and asked me; (D) ____ I just wanted to become better acquainted with the school; (E) ____ Somebody has to serve and it looked as if no one else would; (F) ____ I was just curious about the school; (G) ____ I felt like there was too much emphasis being placed on athletics; (I) ____ I disagreed with the overall operation of the school; (J) ____ I felt that the school's money was not being wisely spent; (K) ____ I felt that taxes were too high; (L) Other (specify) ____

19. Before you became a board member, what did you think was wrong with the school? (check more than one if more than one applies) (A) ____ The school had poor discipline; (B) ____ The school was spending too much money; (C) ____ The school was being poorly administered; (D) ____ The school was not offering the kinds of courses children need to prepare them for further education; (E) ____ The athletic program needed to be changed; (F) ____ I did not feel that there was anything wrong with the school; (G) ____ Other (specify) ____

20. When you first became a board member, did you feel you received adequate orientation as to your duties and responsibilities as a board member? (A) ____ Yes; (B) ____ No

21. What did your original orientation consist of? (A) ____ I did not really receive any orientation; (B) ____ I was given a copy of school board policies and some literature put out by the State School Board Association; (C) ____ The superintendent spent a little time with me, telling me a few things about the school and the policies of the school; (D) ____ Other (specify) _____

22. Who do you think should be largely responsible for orienting new board members? (A) ____ Superintendent; (B) ____ President of the Board; (C) Other (specify) _____

23. How often do you attend the annual meeting of the Texas School Board Association at Austin? (A) ____ never; (B) ____ every year; (C) ____ occasionally

24. How often do you attend the National School Board Association Convention? (A) ____ never; (B) ____ every year; (C) ____ occasionally

25. How often do you attend the regional school board workshop which is held each spring? (A) ____ never; (B) ____ every year; (C) ____ occasionally

26. How often do you attend the National Association of Administrators Conference with your superintendent? (A) ____ never; (B) ____ every year; (C) ____ occasionally

27. Have you been involved in finding and selecting a superintendent? (A) ____ Yes; (B) ____ No

28. The following is a list of qualities which different board members have suggested a man should possess in order to make a good superintendent. Indicate the qualities you think a superintendent should possess, in their order of importance, by ranking them 1,2,3,4, etc. If you do not think a particular item is of any importance, place a zero in the blank. (A) ____ well informed on federal and state programs; (B) ____ should know how to lead people; (C) ____ should be a politician; (D) ____ should be a jack-of-all-trades; (E) ____ a good business man with a thorough knowledge of school finance; (F) ____ a church member; (G) ____ have the ability to make decisions and stick by them; (H) ____ should like children; (I) ____ possess the ability to coordinate; (J) ____ adept at handling public relations; (K) ____ have better than average grades on his college transcript; (L) ____ must have patience; (M) ____ the ability to be honest with the board; (N) ____ have a thorough knowledge of curriculum; (O) ____ Other (specify) _____

29. What do you consider to be the best method for finding applicants for the position of superintendent? (A) ____ advertise in the newspapers; (B) ____ just let the word spread through salesmen and other people; (C) ____ employ a consultant, decide upon a few good people whom you think would make you a good superintendent, invite them to apply, interview them and offer one the job; (D) ____ get a list of names from colleges and universities and then invite these to apply; (E) ____ first, look at the people employed with the school to see if anyone there is qualified and, if so, give the job to that person; (F) ____Other (specify) _____

30. Would you consider a woman applicant for the superintendency? (A) ____ Yes; (B) ____ No

31. Which experience do you think best qualifies a person for the superintendency? (A) ____ experience as a secondary school principal; (C) ____ experience as a business manager; (D) ____ experience as an assistant superintendent.

32. The following is a list of qualities which different board members have suggested a man should possess in order to make a good high school principal. Indicate the qualities you think a person should possess, in their order of importance, by ranking them 1,2,3,4, etc. If you do not think a particular item is of any importance, place a zero in the blank. (A) ____ be a good disciplinarian; (B) ____ be a church member; (C) ____ above average in intelligence and scholarship; (D) ____ should like children; (E) ____ be able to follow directions; (F) ____ willing to do what the superintendent tells him to do; (G) ____ able to coordinate; (H) ____ have a thorough knowledge of curriculum; (I) ____ ability to handle public relations; (J) ____ Other (specify) _____

33. Do you think women should serve on the board of education? (A) ____ Yes; (B) ____ No

34. Do you feel that the term of office for a board member should be extended to at least five years? (A) ____ Yes; (B) ____ No

35. Which ones of the following do you think should be required of people who serve on the board? (check all items which describe your feelings) (A) ____ should have children in school; (B) ____ should have at least twelve years of education; (C) ____ should have a college degree; (D) ____ should be a property owner and a taxpayer; (E) ____Other (specify) _____

36. If your board does not belong to the State School Board Association, why doesn't it? (Check all items which describe your reasons) (A) ____ The annual cost for membership is too much; (B) ____ Benefits to be derived from membership are too few; (C) ____ The association represents an attempt to take away some measure of local control of schools; (D) ____ The superintendent has never recommended that the board join; (E) ____ Other (specify) ____

PERCEPTIONS

DIRECTIONS: The following statements pertain to the role of the board member and the role of the superintendent and high school principal. Indicate your reactions toward each statement by marking the column which best describes your feelings. Respond as you really think, not the way someone says you ought to think. Check only one column for each statement.

	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
1. My primary responsibility as a board member is to see that we have a good school.					
2. My primary responsibility as a board member is to see that money is spent wisely.					
3. My primary responsibility as a board member is to see that taxes do not get too high.					
4. My primary responsibility as a board member is to legislate on policies and recommendations, to appoint the superintendent and other personnel, and to see that adequate financial support is provided.					
5. My primary responsibility as a board member is to approve what the superintendent recommends.					
6. My primary responsibility as a board member is to administer the business affairs of the school.					
7. My primary responsibility as a board member is to assist the superintendent with his decisions.					
8. I am not certain what my primary responsibility is as a board member.					
9. I consider myself to be a board member only when I act upon the recommendations of the superintendent.					
10. I consider myself to be a board member only when the board is meeting in legal session.					
11. I consider myself to be a board member all of the time.					
12. When the board is not meeting in legal session, I have no more authority or right to suggest things to the superintendent than anyone else who is not a member of the board of education.					
13. I consider myself to be a board member only when I use whatever knowledge I have in running the school.					
14. When a patron comes to me with a complaint about the school, I think I should tell him that I will personally look into the situation and see that something is done about it.					
15. If a person has a complaint, he should go see the proper school authorities before he comes to a board member. If he goes to the school and does not receive satisfaction, then he should appear at a board meeting.					
16. If a person comes to me with a complaint, I should go see the superintendent about it.					
17. When a person comes to me with a complaint about the school, I should tell him that I will see that it is brought up at the next board meeting.					
18. When a person comes to me with a complaint about the school, I should give him a solution to his problem.					
19. If a person comes to me with a complaint about the school, I should listen to him and then tell him to go see the rest of the board members.					
20. I am not certain what I should do when a person comes to me with a complaint about the school.					
21. A superintendent should feel free to tell a board member that he feels that the board member is stepping out of line as a board member.					

40

	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
22. The superintendent's most important role *is* to run the school.					
23. The superintendent's most important role *is* to serve as the chief executive of the board and thus be responsible for all phases of the school program.					
24. The superintendent's most important role *is* to see that the finances and business affairs of the school are properly handled.					
25. The superintendent's most important role is to prepare a budget and stay within it.					
26. The superintendent's most important role is to be the educational leader of the school.					
27. The superintendent's most important role is to coordinate the overall operation of the school.					
28. The superintendent's most important role is finding and keeping well-qualified personnel.					
29. The superintendent's most important role is to keep the school plant properly maintained.					
30. The superintendent's most important role is maintaining good public relations with the public.					
31. The superintendent's most important role is to make sure that the curriculum in our school is the best possible.					
32. Frankly, I am not sure of the overall role of the superintendent.					
33. Every board should have written policies.					
34. The superintendent should have little or no voice in the formulation and change of board policies, for this is the board's responsibility.					
35. The superintendent should obtain, organize, and present data and information relevant to problems of board policy. Then either the board or the superintendent can make suggestions for policies, but, in no case should a policy be enacted or changed without the recommendation of the superintendent.					
36. I am not sure what the superintendent's role should be in the formulation and change of school board policies.					
37. The superintendent should consult with the president of the board before he makes most decisions.					
38. The superintendent should consult with the board only on decisions which will involve deviating from board policies.					
39. The superintendent should not consult with the board before he makes decisions.					
40. The superintendent should select and recommend for employment, re-employment, and dismissal and should guide the in-service growth of all school personnel.					
41. The superintendent should hire personnel, but the board should fire personnel.					
42. The superintendent should select and recommend all personnel for employment and dismissal with the exception of coaches, band directors, and principals.					
43. The superintendent should provide the board with two or three names for each vacancy and then let the board decide which person to employ.					
44. The superintendent should not play any role in the selection and dismissal of personnel.					

	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
45. No person should be employed or dismissed without the superintendent's recommendation.					
46. I do not know exactly what the superintendent's role should be in the selection and dismissal of school employees.					
47. The board should not interview any applicants other than for the superintendency.					
48. The board should interview all applicants for positions in the school.					
49. The board should interview only coaches, band directors, and principals.					
50. Every school should have an organized program of public relations.					
51. I am not sure what the superintendent's role should be in the area of public relations.					
52. The superintendent has little or no role to play in public relations.					
53. The superintendent should provide leadership and give direction to the school's public relations program.					
54. The superintendent can best promote public relations by being a member of civic organizations, of a church, and of other community organizations.					
55. The superintendent can best promote public relations by listening more than he talks.					
56. The superintendent can best promote public relations by just trying to get along with people and by seeing that everyone's ideas are listened to.					
57. The superintendent is totally responsible for the operation and maintenance of the school plant.					
58. The superintendent has little or no responsibility for the operation and maintenance of the school plant because this is more the board's responsibility than it is his.					
59. The superintendent should delegate his responsibilities for plant maintenance and operation to some individual such as the business manager.					
60. If something needs to be done to the school plant, the superintendent should present it to the board before he takes any action.					
61. School finance and business management are primarily board responsibilities; and, therefore, the superintendent should only play a minor role.					
62. The superintendent is responsible for preparing the school budget; and after it has been adopted by the board, he is to see that it is properly administered.					
63. School finance and business management are the responsibilities of the business manager; and, therefore, the superintendent should only play a minor role.					
64. The board and the superintendent are jointly responsible for preparing and administering the school budget.					
65. It is difficult for me to put into words exactly what role the superintendent should play in school finance and business management.					
66. The budget is an estimate of expenditures.					
67. The superintendent is doing a poor job of administering the school's finance if he spends in excess of what is set up for each item in the budget.					
68. The superintendent should not consult the board before he expends school funds.					
69. The superintendent should not make any expenditure for items costing more than $200 without consulting with the board.					
70. The superintendent should not make any expenditure for items costing more than $500 without consulting with the board.					

	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
71. In submitting a budget to the board, the superintendent should overestimate what he actually needs so that the board can cut back some on what he has requested.					
72. Our superintendent does an excellent job of managing the school finances.					
73. Budget planning should be a continuous process.					
74. The best way to prepare a budget is to look at the past year's expenses and try to develop a new budget on the basis of what was spent last year.					
75. The best way to prepare a budget is to first plan the educational program desired and then adopt a budget to fit this program.					
76. The superintendent is in charge of the over-all supervision of all school employees.					
77. The superintendent has no role to play in the supervision of school personnel.					
78. The superintendent should be responsible for the supervision of principals only.					
79. The superintendent should be responsible for the supervision of maintenance personnel only.					
80. I am not sure what the role of the superintendent should be in the supervision of personnel.					
81. The superintendent should make regular visits to each classroom for the purpose of evaluating teachers.					
82. Rather than visit the classroom for the purpose of evaluating teachers, the superintendent should use his office intercom to listen in on teachers.					
83. The superintendent should not visit in classrooms for the purpose of evaluating teachers.					
84. The superintendent should make regular visits to the classrooms of new teachers, but should not visit experienced teachers' classrooms.					
85. If a superintendent does visit the classroom for the purpose of evaluating teachers, his best yardstick for judging teachers is the discipline they have among their students.					
86. The best teachers have the quietest rooms.					
87. Corporal punishment is one of the most effective means of correcting student misbehavior.					
88. Teachers should be permitted to spank children.					
89. Only principals should spank children.					
90. Discipline in the modern school is not as strict as it should be.					
91. The superintendent should play a very minor role in the school discipline.					
92. The superintendent should be the one who administers corporal punishment.					
93. The best way for a board member to evaluate teachers is by listening to his own children and the children of his friends.					
94. The superintendent has little or no role to play in the improvement of curriculum and instructional programs, for this is the responsibility of the curriculum director or principal.					
95. I am not sure what the superintendent's role should be in improving the curriculum.					
96. The superintendent should keep the board informed of his problems, his plans, and of what is new in education.					
97. I feel that our superintendent is doing a good job of keeping our board informed.					

	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
98. The school board *is responsible for* the success or failure of *our* school system.					
99. The superintendent *is responsible for* the success or failure of our school system.					
100. The board and the superintendent are jointly responsible for the success or failure of our school system.					
101. There is very little difference between the duties and responsibilities of a superintendent and a high school principal.					
102. The high school principal should play no *role in* the formulation and change of school board policies.					
103. The chief responsibility of the high school principal is to carry out the superintendent's orders and to keep parents happy.					
104. The chief responsibility of the high school principal is to lead in the professional improvement of the teachers, improve classroom instruction, and improve curriculum.					
105. The chief responsibility of the high school principal is to handle discipline.					
106. The chief responsibility of the high school principal is to take care of paper work and fill in for the superintendent.					
107. The *major* responsibility of the high school principal is to run the school.					
108. I am not sure what the chief responsibility of the high school principal is.					
109. The high school principal plays a more important role than does the superintendent.					
110. The high school principal plays a very minor role in the operation of the school.					
111. The high school principal has no role to play in the selection and dismissal of personnel.					
112. The high school principal should always recommend to the superintendent personnel for employment, re-employment, and dismissal.					
113. The high school principal should interview all personnel who are being considered for employment in the high school.					
114. The high school principal should not be involved in the employment of personnel for his building, but he should recommend for dismissal.					
115. I am not sure what role a high school principal should play in the selection and dismissal of personnel.					
116. The high school principal has no role to play in the supervision of custodians.					
117. I really am not sure what role the high school principal has in the supervision of personnel.					
118. The high school principal should use his office intercom to listen to teachers' classes.					
119. If instruction is to be made more effective, the principal must supervise the teachers.					
120. The high school principal should supervise only beginning teachers.					
121. The high school principal should make regular visits to the classrooms for the purpose of evaluating teachers.					
122. The high school principal can judge a teacher's effectiveness by whether or not the teacher has good discipline.					

	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
123. The high school principal should make sure that teachers stick fairly closely to the textbook.					
124. The high school principal should be in total charge of the discipline program.					
125. Superintendents and high school principals should consult with teachers before decisions are made which affect teachers.					
126. Teachers should have the right to strike if school boards do not meet their requests.					
127. Teachers should have the right to negotiate directly with the board.					
128. Teachers should be given tenure after they have taught three years in a school system.					
129. Superintendents and high school principals should attend professional meetings each year.					
130. The school district should pay the expenses of superintendents and principals to professional meetings.					
131. I am not sure what the high school principal's role should be in the area of public relations.					
132. The high school principal's responsibilities in public relations are the same as those of the superintendent.					
133. The high school principal has no role to play in public relations.					
134. The high school principal's role in public relations is greater than the superintendent's because he comes into contact with more parents than the superintendent.					
135. The high school principal's role in public relations should be to stimulate improvement in parent-teacher conferences, assist in preparing reports, information sheets, and newsletters for the public, meet with civic groups, and organize discussion groups.					
136. The high school principal has no role to play in the operation and maintenance of the school plant.					
137. I am not sure what the role of the high school principal should be in the operation and maintenance of the school plant.					
138. The high school principal should be responsible for the custodians in his buildings and for reports on any conditions within his buildings or grounds that require any attention.					
139. The high school principal has no role to play in the improvement of curriculum and instruction.					
140. I am not sure what the role of the high school principal is in the improvement of curriculum and instruction.					
141. The high school principal is responsible for seeing that appropriate curricular and instructional goals are established and for seeing that the curriculum is kept current.					
142. The high school principal should leave curricular change to the superintendent and the board.					
143. The high school principal has no role to play in the supervision of teachers.					
144. A good administrator knows how to delegate authority and responsibility; therefore, the superintendent should delegate as much as possible to other personnel in the school system.					

APPENDIX B
COEFFICIENT OF PARTIAL CORRELATION (r^2)
THE EFFECT OF SIZE OF SCHOOL DISTRICT
UPON BOARD MEMBERS' PERCEPTIONS

Perception Statement	r^2	Perception Statement	r^2	Perception Statement	r^2	Perception Statement	r^2	Perception Statement	r^2	Perception Statement	r^2
1	.0042	25	.0034	49	.0029	73	.0011	97	.0030	121	.0039
2	.0020	26	.0041	50	.0031	74	.0036	98	.0029	122	.0044
3	.0065	27	.0008	51	.0040	75	.0030	99	.0020	123	.0045
4	.0060	28	.0033	52	.0040	76	.0035	100	.0042	124	.0034
5	.0039	29	.0037	53	.0024	77	.0038	101	.0044	125	.0038
6	.0049	30	.0019	54	.0031	78	.0046	102	.0040	126	.0046
7	.0040	31	.0044	55	.0031	79	.0042	103	.0014	127	.0075
8	.0039	32	.0043	56	.0034	80	.0041	104	.0017	128	.0054
9	.0044	33	.0037	57	.0038	81	.0096	105	.0019	129	.0044
10	.0049	34	.0040	58	.0040	82	.0041	106	.0044	130	.0041
11	.0065	35	.0028	59	.0012	83	.0070	107	.0010	131	.0044
12	.0047	36	.0044	60	.0032	84	.0042	108	.0040	132	.0045
13	.0043	37	.0036	61	.0047	85	.0041	109	.0041	133	.0041
14	.0040	38	.0036	62	.0045	86	.0045	110	.0043	134	.0041
15	.0039	39	.0032	63	.0040	87	.0040	111	.0068	135	.0043
16	.0040	40	.0023	64	.0045	88	.0045	112	.0016	136	.0026
17	.0073	41	.0038	65	.0042	89	.0042	113	.0034	137	.0045
18	.0040	42	.0047	66	.0040	90	.0033	114	.0044	138	.0015
19	.0050	43	.0063	67	.0050	91	.0057	115	.0046	139	.0048
20	.0037	44	.0044	68	.0039	92	.0061	116	.0052	140	.0042
21	.0041	45	.0023	69	.0046	93	.0040	117	.0046	141	.0019
22	.0027	46	.0041	70	.0042	94	.0033	118	.0037	142	.0046
23	.0028	47	.0055	71	.0035	95	.0042	119	.0038	143	.0058
24	.0030	48	.0062	72	.0041	96	.0039	120	.0041	144	.0037

APPENDIX C
COEFFICIENT OF PARTIAL CORRELATION (r^2)
THE EFFECT OF TYPE OF SCHOOL DISTRICT SERVED
UPON BOARD MEMBERS' PERCEPTIONS

Perception Statement	r^2	Perception Statement	r^2	Perception Statement	r^2	Perception Statement	r^2	Perception Statement	r^2	Perception Statement	r^2
1	0000	25	0008	49	0001	73	0003	97	0000	121	0000
2	0007	26	0000	50	0005	74	0001	98	0001	122	0000
3	0000	27	0000	51	0000	75	0000	99	0000	123	0000
4	0000	28	0000	52	0000	76	0000	100	0002	124	0001
5	0001	29	0000	53	0004	77	0000	101	0000	125	0003
6	0004	30	0000	54	0001	78	0000	102	0002	126	0001
7	0000	31	0002	55	0001	79	0000	103	0000	127	0000
8	0001	32	0000	56	0000	80	0000	104	0002	128	0005
9	0006	33	0001	57	0000	81	0002	105	0000	129	0000
10	0002	34	0000	58	0000	82	0000	106	0000	130	0002
11	0005	35	0000	59	0000	83	0000	107	0000	131	0001
12	0000	36	0000	60	0000	84	0000	108	0000	132	0001
13	0001	37	0000	61	0000	85	0000	109	0000	133	0000
14	0000	38	0000	62	0000	86	0000	110	0000	134	0000
15	0000	39	0001	63	0000	87	0000	111	0001	135	0000
16	0000	40	0002	64	0001	88	0000	112	0000	136	0002
17	0000	41	0000	65	0000	89	0001	113	0000	137	0000
18	0000	42	0000	66	0000	90	0000	114	0000	138	0000
19	0001	43	0000	67	0000	91	0000	115	0000	139	0000
20	0002	44	0000	68	0000	92	0002	116	0000	140	0000
21	0014	45	0000	69	0000	93	0000	117	0001	141	0000
22	0002	46	0000	70	0000	94	0000	118	0000	142	0000
23	0000	47	0002	71	0000	95	0000	119	0000	143	0001
24	0004	48	0000	72	0000	96	0000	120	0000	144	0002

APPENDIX D
PARTIAL COEFFICIENT OF PARTIAL CORRELATION (r^2)
THE EFFECT OF NUMBER OF YEARS SERVED ON A
BOARD OF EDUCATION UPON BOARD MEMBERS' PERCEPTIONS

Perception Statement	r^2	Perception Statement	r^2	Perception Statement	r^2	Perception Statement	r^2	Perception Statement	r^2	Perception Statement	r^2
1	0016	25	0006	49	0019	73	0008	97	0008	121	0013
2	0009	26	0003	50	0038	74	0014	98	0016	122	0013
3	0009	27	0000	51	0018	75	0017	99	0004	123	0017
4	0013	28	0000	52	0016	76	0011	100	0005	124	0015
5	0001	29	0004	53	0014	77	0016	101	0015	125	0014
6	0018	30	0012	54	0012	78	0013	102	0016	126	0021
7	0034	31	0005	55	0010	79	0017	103	0017	127	0026
8	0007	32	0020	56	0023	80	0015	104	0005	128	0034
9	0016	33	0004	57	0015	81	0012	105	0013	129	0015
10	0019	34	0016	58	0017	82	0014	106	0015	130	0023
11	0036	35	0018	59	0012	83	0013	107	0023	131	0015
12	0006	36	0020	60	0027	84	0016	108	0014	132	0015
13	0017	37	0020	61	0016	85	0015	109	0014	133	0015
14	0014	38	0017	62	0017	86	0012	110	0012	134	0017
15	0019	39	0007	63	0014	87	0014	111	0018	135	0020
16	0010	40	0003	64	0025	88	0009	112	0013	136	0015
17	0030	41	0017	65	0019	89	0015	113	0015	137	0018
18	0015	42	0015	66	0019	90	0007	114	0015	138	0031
19	0012	43	0025	67	0008	91	0018	115	0017	139	0018
20	0009	44	0015	68	0012	92	0020	116	0015	140	0017
21	0014	45	0015	69	0021	93	0016	117	0017	141	0013
22	0024	46	0015	70	0016	94	0016	118	0012	142	0016
23	0011	47	0002	71	0020	95	0016	119	0016	143	0016
24	0007	48	0018	72	0014	96	0003	120	0020	144	0032

APPENDIX E
COEFFICIENT OF PARTIAL CORRELATION (r^2)
AGE OF BOARD MEMBERS UPON
BOARD MEMBERS' PERCEPTIONS

Perception Statement	r^2	Perception Statement	r^2	Perception Statement	r^2	Perception Statement	r^2	Perception Statement	r^2	Perception Statement	r^2
1	0315	25	0322	49	0320	73	0327	97	0306	121	0311
2	0250	26	0244	50	0222	74	0336	98	0349	122	0280
3	0193	27	0376	51	0316	75	0305	99	0369	123	0289
4	0264	28	0296	52	0314	76	0277	100	0327	124	0301
5	0300	29	0306	53	0229	77	0319	101	0293	125	0285
6	0323	30	0294	54	0213	78	0317	102	0310	126	0299
7	0319	31	0290	55	0317	79	0313	103	0318	127	0276
8	0373	32	0301	56	0304	80	0302	104	0336	128	0217
9	0317	33	0298	57	0307	81	0329	105	0317	129	0226
10	0324	34	0307	58	0304	82	0317	106	0304	130	0268
11	0282	35	0300	59	0300	83	0291	107	0264	131	0306
12	0304	36	0309	60	0300	84	0314	108	0305	132	0241
13	0296	37	0278	61	0287	85	0296	109	0314	133	0311
14	0319	38	0303	62	0244	86	0283	110	0327	134	0308
15	0213	39	0277	63	0305	87	0316	111	0292	135	0229
16	0329	40	0367	64	0280	88	0313	112	0270	136	0341
17	0270	41	0322	65	0318	89	0312	113	0312	137	0296
18	0305	42	0304	66	0294	90	0355	114	0305	138	0251
19	0280	43	0333	67	0349	91	0320	115	0318	139	0283
20	0336	44	0272	68	0302	92	0311	116	0301	140	0292
21	0087	45	0309	69	0309	93	0301	117	0315	141	0328
22	0345	46	0312	70	0311	94	0304	118	0293	142	0298
23	0303	47	0323	71	0298	95	0312	119	0301	143	0271
24	0346	48	0302	72	0313	96	0318	120	0306	144	0230

APPENDIX F

COEFFICIENT OF PARTIAL CORRELATION (r^2)
THE EFFECT OF HAVING CHILDREN OR NOT HAVING

Perception Statement	r^2	Perception Statement	r^2	Perception Statement	r^2	Perception Statement	r^2	Perception Statement	r^2	Perception Statement	r^2
1	.0882*	25	.0093	49	.0081	73	.0077	97	.0084	121	.0086
2	.0028	26	.0089	50	.0054	74	.0079	98	.0101	122	.0081
3	.0081	27	.0028	51	.0088	75	.0082	99	.0070	123	.0080
4	.0058	28	.0036	52	.0088	76	.0073	100	.0054	124	.0087
5	.0060	29	.0060	53	.0038	77	.0082	101	.0084	125	.0076
6	.0114	30	.0059	54	.0055	78	.0093	102	.0085	126	.0084
7	.0074	31	.0051	55	.0062	79	.0089	103	.0091	127	.0087
8	.0079	32	.0082	56	.0082	80	.0086	104	.0068	128	.0091
9	.0089	33	.0041	57	.0073	81	.0082	105	.0060	129	.0071
10	.0096	34	.0084	58	.0081	32	.0088	106	.0078	130	.0087
11	.0121	35	.0071	59	.0071	83	.0089	107	.0072	131	.0080
12	.0091	36	.0088	60	.0094	84	.0088	108	.0085	132	.0071
13	.0086	37	.0087	61	.0089	85	.0080	109	.0087	133	.0085
14	.0089	38	.0078	62	.0049	86	.0075	110	.0074	134	.0089
15	.0060	39	.0081	63	.0083	87	.0088	111	.0060	135	.0081
16	.0088	40	.0016	64	.0061	88	.0076	112	.0087	136	.0103
17	.0081	41	.0082	65	.0092	89	.0088	113	.0087	137	.0085
18	.0084	42	.0083	66	.0083	90	.0082	114	.0083	138	.0092
19	.0083	43	.0084	67	.0097	91	.0103	115	.0083	139	.0087
20	.0076	44	.0092	68	.0071	92	.0083	116	.0080	140	.0092
21	.0087	45	.0062	69	.0088	93	.0084	117	.0083	141	.0074
22	.0057	46	.0088	70	.0086	94	.0072	118	.0067	142	.0080
23	.0109*	47	.0090	71	.0089	95	.0087	119	.0078	143	.0067
24	.0052	48	.0094	72	.0087	96	.0068	120	.0081	144	.0041

*Signfificant at .05 level.

APPENDIX G

COEFFICIENT OF PARTIAL CORRELATION (r^2)
THE EFFECT OF EDUCATIONAL LEVEL OF BOARD MEMBERS
UPON BOARD MEMBERS' PERCEPTIONS

Perception Statement	r^2	Perception Statement	r^2	Perception Statement	r^2	Perception Statement	r^2	Perception Statement	r^2	Perception Statement	r^2
1	.0222	25	.0196	49	.0216	73	.0234	97	.0251	121	.0230
2	.0168	26	.0257	50	.0203	74	.0232	98	.0224	122	.0223
3	.0229	27	.0230	51	.0229	75	.0208	99	.0228	123	.0222
4	.0217	28	.0227	52	.0229	76	.0227	100	.0200	124	.0225
5	.0219	29	.0323	53	.0208	77	.0228	101	.0226	125	.0186
6	.0175	30	.0231	54	.0291	78	.0232	102	.0201	126	.0223
7	.0170	31	.0223	55	.0231	79	.0234	103	.0237	127	.0233
8	.0262	32	.0222	56	.0218	80	.0232	104	.0217	128	.0270
9	.0223	33	.0268	57	.0207	81	.0216	105	.0226	129	.0239
10	.0231	34	.0223	58	.0204	82	.0228	106	.0231	130	.0229
11	.0244	35	.0230	59	.0198	83	.0244	107	.0245	131	.0233
12	.0233	36	.0026*	60	.0187	84	.0230	108	.0234	132	.0225
13	.0218	37	.0199	61	.0217	85	.0221	109	.0235	133	.0223
14	.0237	38	.0238	62	.0228	86	.0222	110	.0206	134	.0223
15	.0196	39	.0250	63	.0220	87	.0236	111	.0207	135	.0207
16	.0223	40	.0279	64	.0256	88	.0238	112	.0234	136	.0262
17	.0130*	41	.0227	65	.0240	89	.0230	113	.0229	137	.0230
18	.0223	42	.0244	66	.0240	90	.0199	114	.0224	138	.0188
19	.0200	43	.0212	67	.0256	91	.0230	115	.0247	139	.0224
20	.0260	44	.0228	68	.0232	92	.0231	116	.0221	140	.0229
21	.0232	45	.0241	69	.0201	93	.0232	117	.0232	141	.0196
22	.0215	46	.0231	70	.0232	94	.0206	118	.0249	142	.0216
23	.0230	47	.0234	71	.0230	95	.0230	119	.0242	143	.0194
24	.0188	48	.0204	72	.0231	96	.0203	120	.0233	144	.0248

*Not significant at .05 level.

APPENDIX H

COEFFICIENT OF PARTIAL CORRELATION (r^2)
THE EFFECT OF INCOME LEVEL UPON A
BOARD MEMBERS' PERCEPTIONS

Perception Statement	r^2	Perception Statement	r^2	Perception Statement	r^2	Perception Statement	r^2	Perception Statement	r^2	Perception Statement	r^2
1	.0282	25	.0373	49	.0242	73	.0273	97	.0306	121	.0280
2	.0203	26	.0300*	50	.0290	74	.0280	98	.0191	122	.0291
3	.0248	27	.0041	51	.0280	75	.0262	99	.0221	123	.0275
4	.0225	28	.0361	52	.0283	76	.0287	100	.0263	124	.0281
5	.0248*	29	.0352	53	.0296	77	.0280	101	.0277	125	.0293
6	.0234	30	.0337	54	.0361	78	.0294	102	.0278	126	.0268
7	.0260	31	.0372	55	.0324	79	.0282	103	.0286	127	.0256
8	.0254	32	.0282	56	.0278	80	.0281	104	.0294	128	.0325
9	.0280	33	.0310	57	.0273	81	.0289	105	.0309	129	.0305
10	.0259	34	.0287	58	.0285	82	.0283	106	.0297	130	.0300
11	.0183	35	.0276	59	.0284	83	.0299	107	.0271	131	.0284
12	.0287	36	.0289	60	.0289	84	.0283	108	.0283	132	.0284
13	.0268	37	.0299	61	.0270	85	.0292	109	.0282	133	.0281
14	.0278	38	.0274	62	.0292	86	.0277	110	.0272	134	.0279
15	.0241	39	.0318	63	.0282	87	.0271	111	.0283	135	.0324
16	.0271	40	.0355	64	.0259	88	.0260	112	.0292	136	.0309
17	.0251	41	.0285	65	.0278	89	.0282	113	.0271	137	.0288
18	.0285	42	.0294	66	.0289	90	.0265	114	.0273	138	.0273
19	.0285	43	.0282	67	.0289	91	.0291	115	.0308	139	.0279
20	.0276	44	.0300	68	.0274	92	.0270	116	.0282	140	.0281
21	.0281	45	.0287	69	.0285	93	.0284	117	.0288	141	.0256
22	.0330	46	.0281	70	.0285	94	.0275	118	.0266	142	.0295
23	.0296	47	.0282	71	.0281	95	.0283	119	.0272	143	.0250
24	.0342	48	.0267	72	.0280	96	.0281	120	.0298	144	.0271

* Significant at .05 level.

APPENDIX I
COEFFICIENT OF PARTIAL CORRELATION (r^2)
THE EFFECT OF OCCUAPTION UPON A
BOARD MEMBER'S PERCEPTIONS

Perception Statement	r^2	Perception Statement	r^2	Perception Statement	r^2	Perception Statement	r^2	Perception Statement	r^2	Perception Statement	r^2
1	.0094	25	.0120	49	.0092	73	.0149*	97	.0114	121	.0098
2	.0102	26	.0130*	50	.0108	74	.0092	98	.0130	122	.0097
3	.0090	27	.0200*	51	.0099	75	.0103	99	.0127	123	.0106
4	.0139	28	.0165*	52	.0099	76	.0107	100	.0139	124	.0102
5	.0099	29	.0164*	53	.0111	77	.0099	101	.0099	125	.0095
6	.0110	30	.0136*	54	.0120	78	.0093	102	.0099	126	.0104
7	.0070	31	.0143*	55	.0114	79	.0097	103	.0100	127	.0108
8	.0083	32	.0098	56	.0087	80	.0096	104	.0133	128	.0131
9	.0093	33	.0130	57	.0099	81	.0127	105	.0098	129	.0116
10	.0090	34	.0096	58	.0099	82	.0099	106	.0096	130	.0137
11	.0072	35	.0100	59	.0112	83	.0087	107	.0111	131	.0093
12	.0105	36	.0093	60	.0086	84	.0099	108	.0095	132	.0101
13	.0099	37	.0084	61	.0103	85	.0095	109	.0099	133	.0096
14	.0100	38	.0100*	62	.0135	86	.0099	110	.0093	134	.0100
15	.0161*	39	.0158*	63	.0100	87	.0101	111	.0077	135	.0108
16	.0095	40	.0171*	64	.0103	88	.0109	112	.0114	136	.0114
17	.0048	41	.0103	65	.0096	89	.0099	113	.0098	137	.0096
18	.0099	42	.0099	66	.0107	90	.0097	114	.0091	138	.0130
19	.0090	43	.0076	67	.0103	91	.0089	115	.0083	139	.0091
20	.0108	44	.0093	68	.0107	92	.0079	116	.0096	140	.0094
21	.0096	45	.0122	69	.0086	93	.0098	117	.0097	141	.0119
22	.0135	46	.0097	70	.0096	94	.0097	118	.0100	142	.0083
23	.0125	47	.0080	71	.0096	95	.0102	119	.0105	143	.0086
24	.0134	48	.0094	72	.0099	96	.0115	120	.0076	144	.0100

*Significant at .05 level